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MARYLAND SCHOOL BULLETIN

VOL. IV.

MARCH, 1923.

NUMBER 10

MARYLAND HIGH SCHOOLS IN 1922

(A Reprint from the ANNUAL REPORT.)

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SUPERVISION OF HIGH SCHOOLS

SAMUEL M. NORTH, *State Supervisor*
E. CLARKE FONTAINE, *District Supervisor*

INCREASE IN NUMBER OF SCHOOLS

During the school year 1921-1922, twelve high schools were added to the Approved List, which, on June 30, 1922, thus numbered 133. These new schools are:

GROUP	NUMBER	HIGH SCHOOLS AND COUNTIES
2	2	Crapo, <i>Dorchester</i> ; Girdletree, <i>Worcester</i> .
3	10	Midland, <i>Allegany</i> ; Tracy's, <i>Anne Arundel</i> ; Huntingtown, <i>Calvert</i> ; New Windsor, Charles Carroll, <i>Carroll</i> ; Rising Sun, <i>Cecil</i> ; Eldorado, <i>Dorchester</i> ; Savage, <i>Howard</i> ; Fort Foote, <i>Prince George's</i> ; Powellville, <i>Wicomico</i> .

Other changes in the Approved List were caused by the advancement of several schools from the third group to the second, and of others from the second group to the first. These changes are as follows:

GROUP	NUMBER	HIGH SCHOOLS AND COUNTIES
3 to 2	13	Flintstone, Mt. Savage, Cumberland and Cumberland Colored, <i>Allegany</i> ; Annapolis Colored, <i>Anne Arundel</i> ; Indian Head, <i>Charles</i> ; Cambridge Colored, <i>Dorchester</i> ; Myersville, <i>Frederick</i> ; Grantsville, <i>Garrett</i> ; Slate Ridge, <i>Harford</i> ; Damascus, Fairland, <i>Montgomery</i> ; Deal's Island, <i>Somerset</i> ; Hancock, <i>Washington</i> .
2 to 1	6	Randallstown, <i>Baltimore</i> ; Taneytown, <i>Carroll</i> ; East New Market, <i>Dorchester</i> ; Libertytown, <i>Frederick</i> ; Kitzmiller, <i>Garrett</i> ; Poolesville, <i>Montgomery</i> .
1 to 2	1	Nanticoke, <i>Wicomico</i> (the enrollment having fallen off).

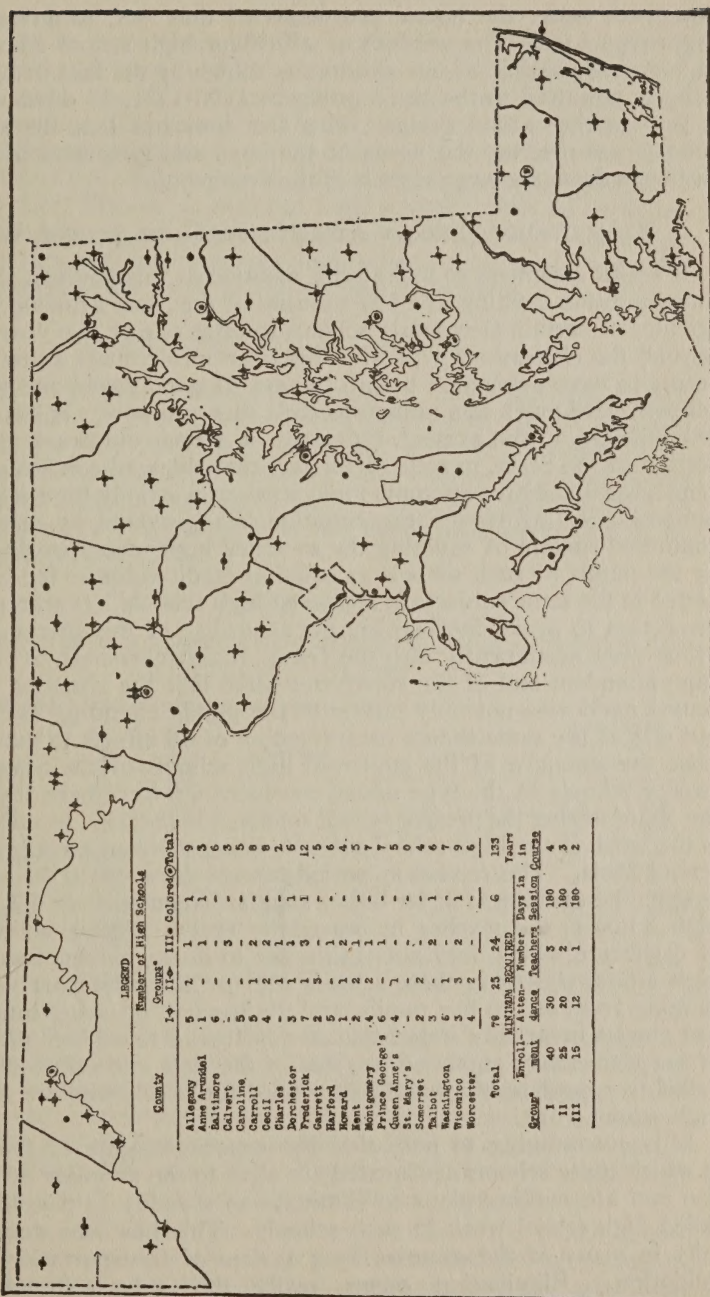
DISTRIBUTION OF HIGH SCHOOLS

The distribution of the approved high schools is shown on the accompanying map (Chart AA), and the legend explains the requirements for the classification of the several groups.

It will be noted that the number of schools applying for approval was only 12, as against 35 in 1920-1921. This was to be expected, as 1920-1921 was the first school year during which the provisions of the 1920 law could be taken advantage of by a large number of schools,

CHART AA

MAP SHOWING LOCATION AND GROUP OF EACH APPROVED HIGH SCHOOL IN MARYLAND COUNTIES,
YEAR ENDED JULY 31, 1922



equipped, under the liberal provisions of that Act, to advance to the Approved List. The wisdom of affording high school advantages to as many as possible of our children is shown by the fact that, of the 22 schools admitted to the third group in 1920-1921, 13 advanced within a year to the second group. This fact indicates that the small high schools are meeting the needs of the boys and girls who live at great distances from the large schools of the first group.

ELEMENTARY SCHOOLS ATTEMPTING HIGH SCHOOL WORK

It seems expedient to make brief mention at this point of the anomalous condition existing in a few counties of the State growing out of the attempt of certain elementary schools to offer one or two years of work beyond the elementary grades. This is an unfortunate situation which seems to have originated before the era of good roads and when high schools were much less numerous than they are now. It has persisted, nevertheless, to the present, especially in a few counties in the eastern section of the State, in spite of the fact that changed conditions seem to render such abortive attempts to do work of a strictly high school grade unnecessary. Moreover, the situation is aggravated by reason of the continued custom of equating the so-called high school work completed by the pupils of such schools as equal in credit-value to the work completed in the same subjects in approved high schools. It scarcely needed inspection to prove conclusively the absurdity of this pretension, or to bring very prominently into the focus of consciousness of the county superintendent and of the supervisor alike that the situation as it presented itself was not only unfair to the pupils attending such schools, but was at the same time a contravention of all efforts to maintain and raise the standard of the approved high schools of the State. About twenty schools of the type under consideration have been inspected by the State during the present school session (1922-23). In only one case is the work in the high school subjects being done on an approved high school basis. The recitation periods range from 15 to 30 minutes in length; the equipment is far below standard requirements for approved high schools; the teacher in practically every instance holds a grade of certificate which does not entitle her to do high school work. The high school classes in these schools are for the most part very small, ranging from one to five pupils, and the teacher, on being interrogated, has almost invariably stated that she is forced to neglect the interests of her elementary pupils on account of the time and effort she is compelled to expend on the small minority of the pupils who are attempting high school work.

It is encouraging to note that the superintendents of the counties in which these schools are located are alive to the anomaly of the situation and are making plans to eliminate as speedily as possible the so-called high school work in such schools. This has been done successfully in many of the counties by a system of transportation and consolidation. Elimination seems really the only solution to this

problem, except in those cases where a sufficient number of pupils of high school grade can be served to warrant the establishment of a third-group high school. In all other cases, the wise procedure would seem to consist in serving official notice to the communities affected that work beyond the elementary grades hereafter attempted in the school will be for the sole benefit of such pupils as do not contemplate pursuing their education further; that in no case can high school credits be expected, and that pupils who expect to go to high school, should *begin* their high school career in a regular, approved high school, or immediately after they have completed the work of the elementary school.

ENROLLMENT AND ATTENDANCE

The outstanding facts graphically shown in Chart BB and in the tabulation in Table 39, are that both the enrollment, 13,186, and the attendance, 11,463, for 1921-22, as compared with the preceding year, attain the highest increase in the history of our county high schools, the increase in each item amounting to 2,000. This is a gain of 18% in enrollment and of 21% in attendance, and justifies the prediction of an enrollment of 15,000 in 1922-23.

TABLE 39

ENROLLMENT AND ATTENDANCE COUNTY HIGH SCHOOLS OF MARYLAND, 1914-1922

Year Ending July 31	Enrollment	Average Daily Attendance	Annual Increase		Per Cent of Increase		Cumulative Per Cent of Increase	
			Enroll- ment	Attend- ance	Enroll- ment	Attend- ance	Enroll- ment	Attend- ance
1915	6,213	5,276	.....	.....	.....	.....	.....	.....
1916	7,000	5,804	787	528	12.6	10.0	12.6	10.0
1917	7,567	6,327	567	523	8.1	9.0	21.8	19.9
1918	7,936	6,477	369	150	4.9	2.4	27.8	22.8
1919	8,302	6,685	366	208	4.6	3.2	33.6	26.7
1920	9,392	7,798	1,090	1,113	13.1	16.7	51.1	47.9
1921	11,188	9,483	1,796	1,685	19.1	21.6	80.0	80.0
1922	13,186	11,463	1,998	1,980	17.9	20.9	112.2	117.3

Scarcely less noticeable is the 20% increase (270) in the number of four-year graduates over last year's 1,363; and it is more encouraging to know that, beginning with next June (1923), we shall begin to feel the effects on our graduating classes of the large increase in enrollment, as our persistence to graduation is not only holding its own, but is rapidly rising (see Chart KK, page 24). For the attendance in white high schools in each county, see Chart E, page 10 and pages 84-89.

This growth is exhibited in another way in Chart CC which shows that for each one hundred high school pupils enrolled and attending in 1914-1915 there are now (1921-1922) over 212 enrolled and attending, and that the attendance is *notably better* than it was in 1914-1915.

CHART BB

GROWTH IN ENROLLMENT, ATTENDANCE AND GRADUATES, IN
APPROVED COUNTY HIGH SCHOOLS OF
MARYLAND, 1915-1922

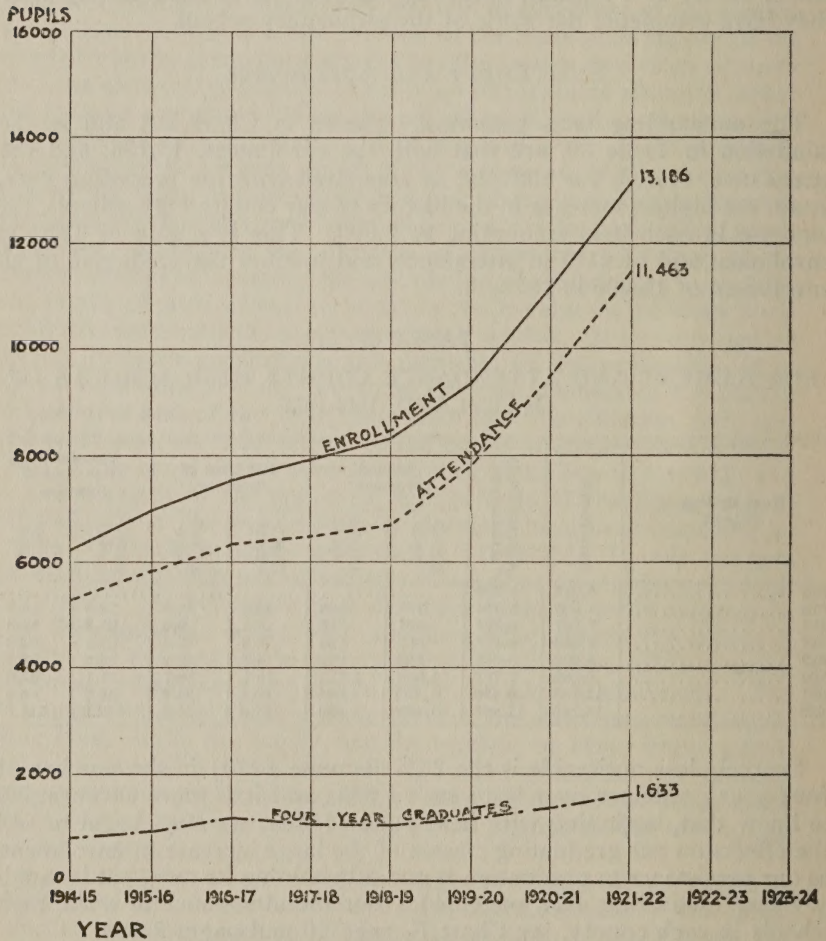
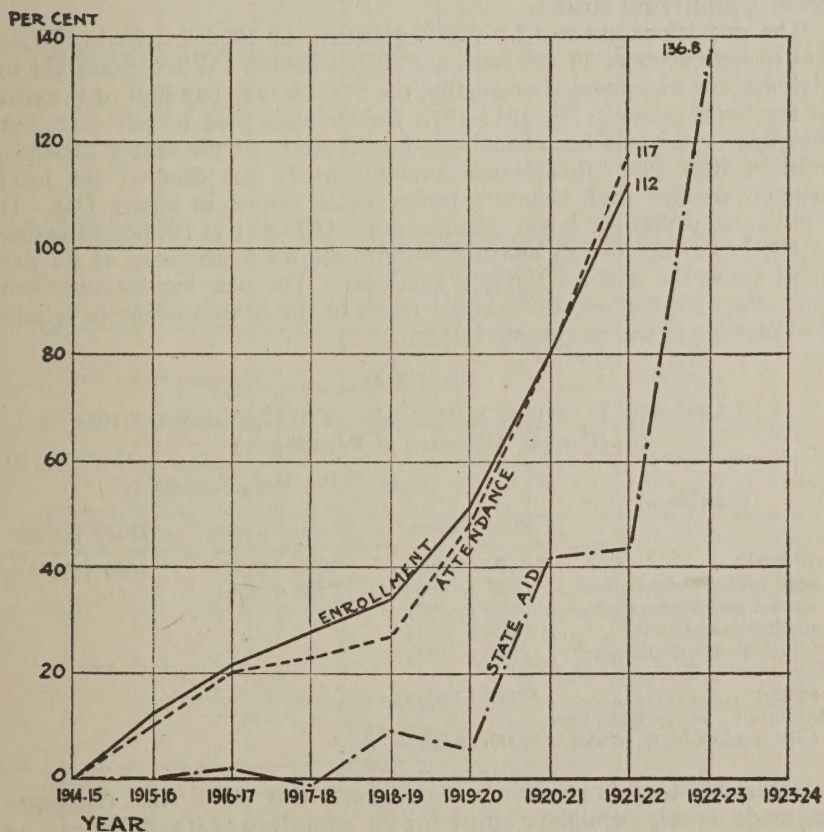


CHART CC
CUMULATIVE PER CENT OF INCREASE OVER 1914-15 IN ENROLLMENT, ATTENDANCE, AND STATE AID, OF APPROVED COUNTY HIGH SCHOOLS OF MARYLAND, FOR EACH YEAR TO 1921-22



STATE AID FOR HIGH SCHOOLS

Chart CC, page 7, however, tells an additional story, equally interesting and, perhaps, more significant in explaining the growth of the Maryland high schools; i. e., the State's effort to encourage secondary education by progressively increasing its high school aid to the counties. The chart shows that every hundred dollars contributed by the State to the counties for high school support in 1914-15 has been increased in successive years, until, under the terms of the 1922 Public School Law and the Governor's budget, it now amounts to \$237. That is, the State Aid for the school year of 1922-1923 will have increased 137% since 1914-1915. This rate of increase will be exceeded by the growth in enrollment percentage, however, if the enrollment continues to show its present gratifying strides.

The provisions enacted by the Legislature of 1922, increasing State Aid to high schools 50 per cent, are shown below. When State aid to high schools was planned originally, the State was to pay half of the cost of teachers' salaries. In 1914-1915 the counties paid 55 per cent, but they have gradually been bearing a larger share of the salary expense, until in 1921-1922, their share amounts to 77 per cent of the total expenditure for high school salaries, as is shown in Chart DD. It will be noted that the lower cost per pupil (\$76.85) in 1921-1922 is due to the large increase in attendance, and shows a decrease of \$5 per pupil under the cost for the previous year. The new legislation which took effect September, 1922, is the result of the State's effort to relieve the counties of the increasing burden.

TABLE 40
STATE AID TO HIGH SCHOOLS—LEGISLATION OF 1922
(Former Allowance in Parentheses)

Position of	State Aid to High Schools of		
	First Group	Second Group	Third Group
Principal	\$ 900 (\$600)	\$700 (\$600)	\$650 (\$500)
2 academic assistants, each..	600 (400)	500 (400)	
2 special assistants, each....	450 (300)		
1 academic assistant.....	450 (300)		
Additional assistants, each..	150 (100)		
Maximum to a county high school	5,000 (3,000)		
Maximum to a Baltimore City senior high school..	6,000 (3,500)		

Reference to this report for last year† will show that the State has made a most exemplary effort for the education of its adolescents by increasing its high school aid, in the Legislature of 1922, from \$200,000* in 1920-1921 to \$333,750* in 1922-1923, for this increase has not only

† Fifty-fifth Annual Report, State Board of Education of Maryland, 1921, p. 56.

* Of this amount Baltimore City received \$15,850 in 1921-22 and will receive \$30,000 in 1922-23.

CHART DD

**AMOUNTS CONTRIBUTED BY THE STATE AND COUNTY TOWARD
THE COST PER PUPIL FOR SALARIES OF TEACHERS IN
APPROVED COUNTY HIGH SCHOOLS, 1915-1922**

SALARY COST PER PUPIL IN AVERAGE ATTENDANCE IN HIGH SCHOOL

TOTAL	\$54.39	\$54.45	\$54.52	\$53.50	\$60.62	\$63.78	\$81.61	\$76.85
STATE	24.78	22.46	20.55	19.56	20.86	17.40	19.16	16.20
COUNTY	30.11	31.99	33.97	33.94	39.76	46.38	62.45	60.65

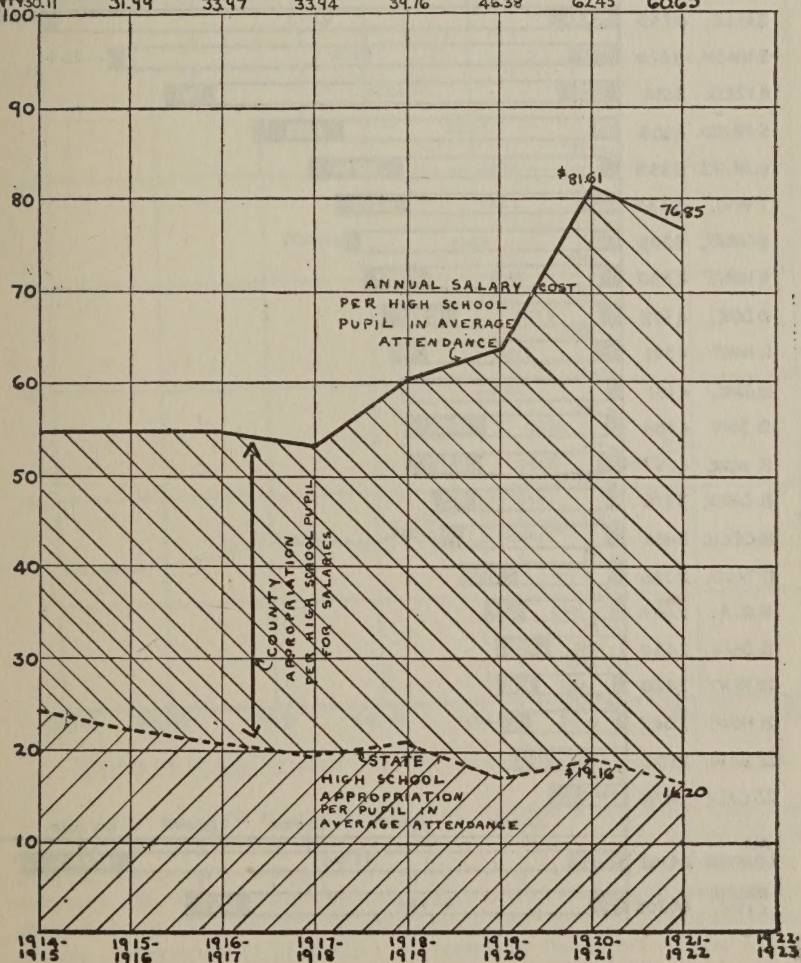
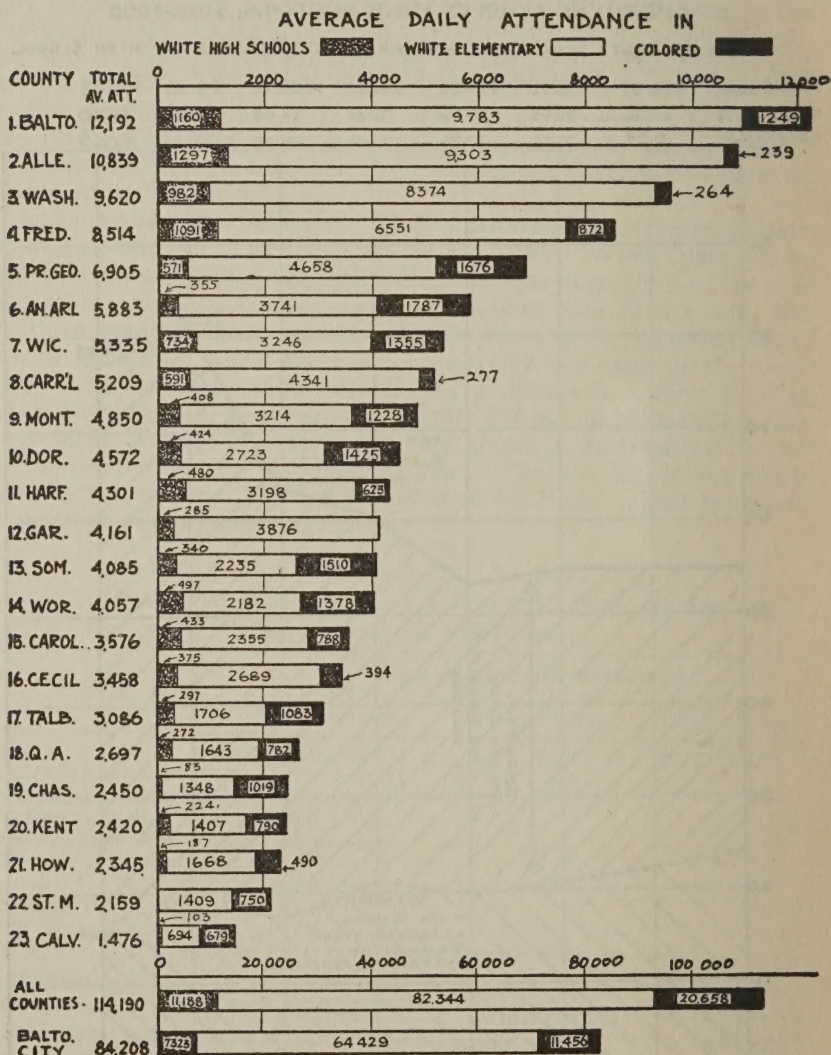


CHART E

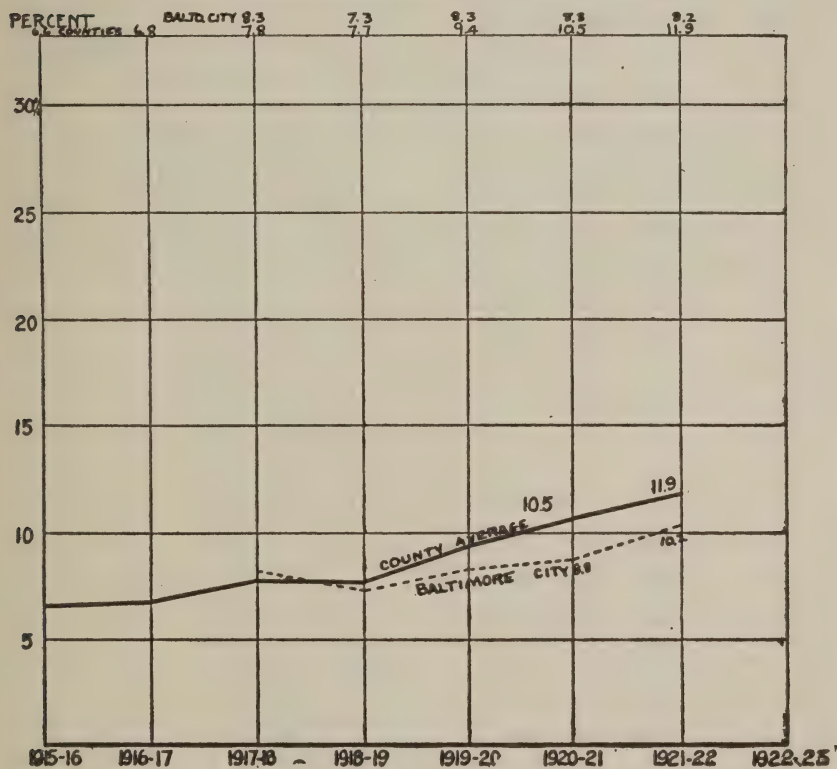
AVERAGE DAILY ATTENDANCE, BY COUNTIES, YEAR ENDED
JULY 31, 1922



lightened the burden of the individual counties, but has enabled them to meet the reasonable requirements of the State as to advancing the equipment of teachers, improving the quality of instruction, and raising the general level of high school instruction.

CHART EE

RATIO OF ATTENDANCE IN WHITE HIGH SCHOOLS TO ATTENDANCE IN ALL WHITE SCHOOLS OF MARYLAND COUNTIES AND BALTIMORE CITY, 1918-1922

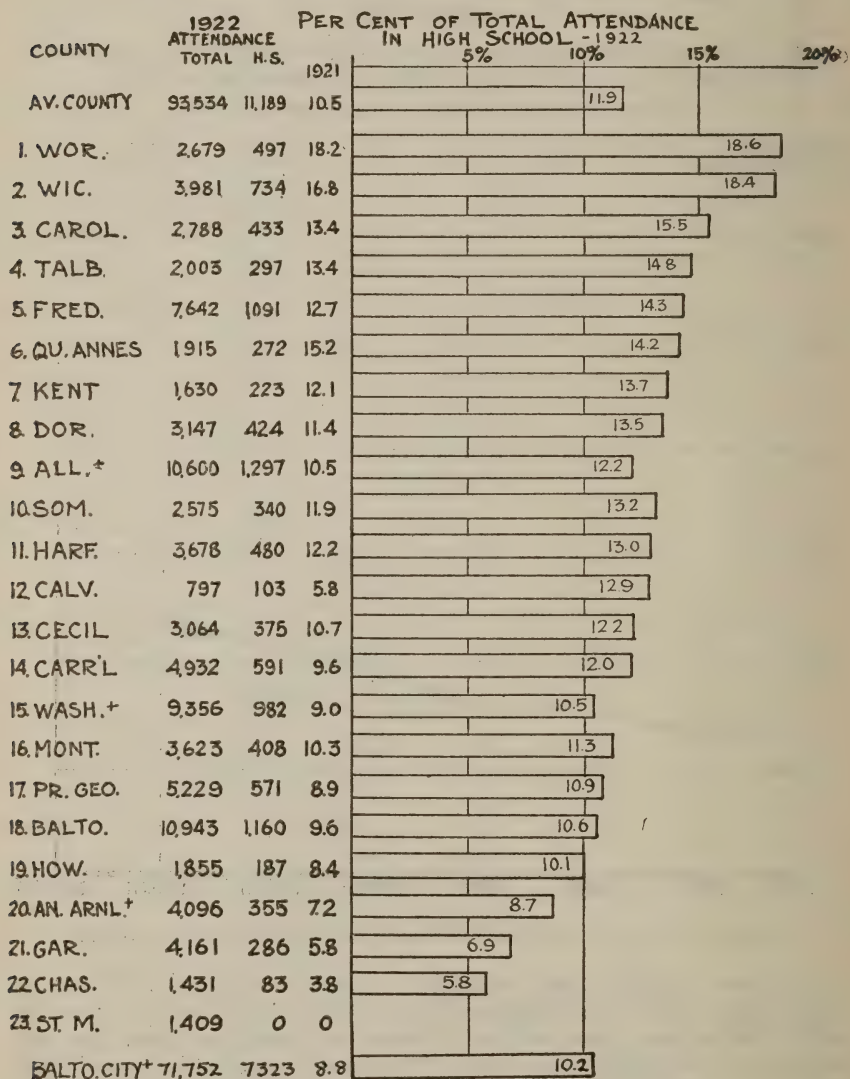


RATIO OF HIGH SCHOOL ATTENDANCE TO TOTAL ATTENDANCE

The ratio of high school attendance to total attendance may best be studied by considering together Charts EE and FF, which show, in several ways, how many of our children are going on from the elementary school to the high school. There was an annual increase in this respect from 1914 to 1919 of only about one per cent, a condition which can be understood (Chart EE) by recalling the effect of the war upon all high schools; but the large increment which began in Septem-

CHART FF

RATIO OF ATTENDANCE IN HIGH SCHOOLS TO ATTENDANCE IN ALL WHITE SCHOOLS, BY COUNTIES, 1921 AND 1922



*8 GRADE ELEMENTARY COURSE. ALL OTHERS HAVE 7 GRADES

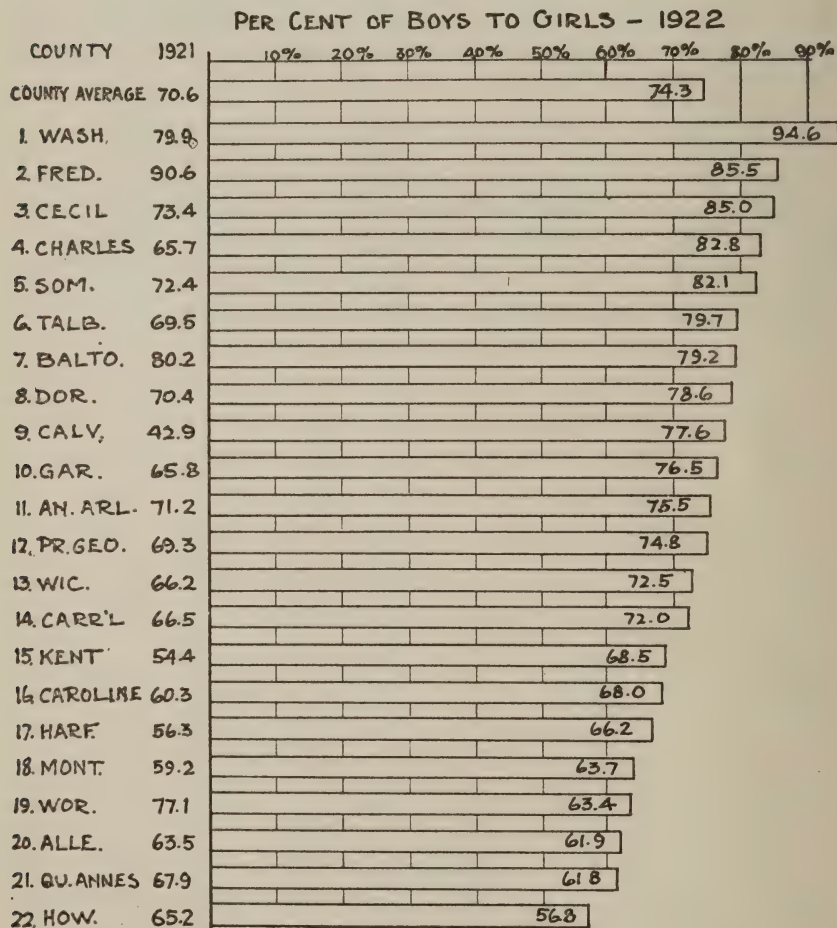
ber, 1919, has continued, the average annual high school increase in ratio for three years being 1.4 per cent. In 1921-1922, nearly 12% of the attendance in the counties was in the high schools and this figure is close to the average of the United States in this point. The gain for the last year was the same as the average for the three years, 1.4 per cent. It is worth noting that of the eight counties of the State that stand highest in this matter of sending their school children into high school, seven are on the Eastern Shore. Of course, the fact that all except three counties of the State and Baltimore City have a seven-grade elementary course helps to increase this figure for Maryland. (For individual Schools, see pages 84-89.)

PER CENT OF BOYS TO GIRLS IN HIGH SCHOOL

One of the most encouraging aspects of our high schools is shown in Chart GG. The proportion of boys to girls in Maryland county high schools was only 70.6% last year; this year it has risen to 74.3%. That is: for every 100 girls in our high schools last year, there were fewer than 71 boys; but this year there are now more than 74 boys to every 100 girls. (For individual schools, see pages 84-89.)

CHART GG

**RATIO OF BOYS TO GIRLS IN APPROVED WHITE HIGH SCHOOLS,
BY COUNTIES, 1921 AND 1922**



BALTO. CITY 106.2

AVERAGE NUMBER OF DAYS IN SESSION

The average number of days during which the high schools are actually in session continues to increase, this year showing a clear gain of three days over 1920-1921. Only four counties failed to meet the 180-day requirement; but each of four others—Cecil, Kent, Dorchester, and Frederick—increased its school year by five or more days over that of last year. (For individual Schools, see pages 84 to 89.)

TABLE 41
AVERAGE NUMBER OF DAYS IN SESSION IN WHITE
HIGH SCHOOLS

County	1920-1921	1921-1922	Increase	Decrease
State Average.....	181.3	183.9	+ 2.6	
Baltimore City.....	182.0	183.9	+ 1.9	
County Average.....	181.0	184.0	+ 3.0	
Harford	193.2	194.7	+ 1.5	
Howard	190.3	192.7	+ 2.4	
Cecil	180.5	189.6	+ 9.1	
Anne Arundel.....	187.5	188.5	+ 1.0	
Kent	181.0	188.5	+ 7.0	
Queen Anne's.....	189.8	188.5		—1.3
Baltimore	194.9	187.4		—7.5
Dorchester	180.4	186.6	+ 6.2	
Frederick	180.9	186.4	+ 5.5	
Prince George's.....	182.0	185.8	+ 3.8	
Montgomery	183.5	184.1	+ .6	
Garrett	184.6	183.5		—1.1
Caroline	180.0	183.3	+ 3.3	
Talbot	183.2	182.9		— .3
Wicomico	179.5	180.7	+ 1.2	
Washington	179.0	180.3	+ 1.3	
Somerset	181.5	180.2		—1.3
Worcester	177.5	180.0	+ 2.5	
Allegany	181.4	179.3		—2.1
Carroll	180.0	178.5		—1.5
Calvert	94.9	173.1	+78.2	
Charles	168.0	162.2		—5.8

PER CENT OF ENROLLMENT IN AVERAGE ATTENDANCE

The per cent of enrollment in attendance for all the counties together was 87.1, an increase of 2 per cent for the year. For high school children, an attendance of 90 per cent is a reasonable goal. The table shows that five counties secured an average daily attendance of over 90 per cent. of their enrollment—Allegany, Washington, Wicomico, Carroll, and Talbot—and that the greatest improvement over 1920-1921 in this particular was accomplished by two of these—Allegany and Carroll. On the other hand, ten counties fell below 85 per cent. Charles, Calvert, and Wicomico show the greatest decreases during the year. Six counties in all failed to reach their 1920-1921 attainment.

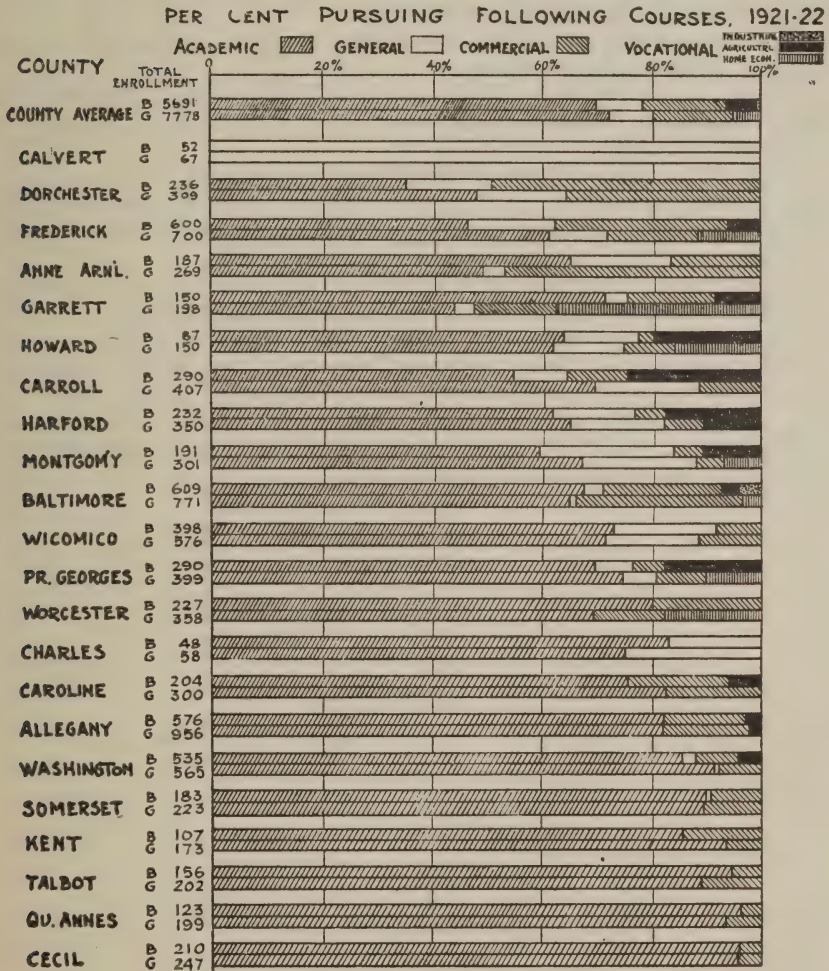
TABLE 42

PER CENT. OF ENROLLMENT IN ATTENDANCE IN WHITE
HIGH SCHOOLS

County	1920-1921	1921-1922	Increase	Decrease
State Average.....	87.4	88.2	+ .8	
Baltimore City.....	89.0	90.1	+1.1	
County Average.....	85.1	87.1	+2.0	
Allegany	85.5	92.9	+7.4	
Washington	90.0	91.7	+1.7	
Wicomico	93.9	91.3		-2.6
Carroll	82.6	90.9	+8.3	
Talbot	89.6	90.2	+ .6	
Anne Arundel.....	87.4	87.9	+ .5	
Dorchester	88.6	87.6		-1.0
Frederick	84.9	87.5	+2.6	
Calvert	90.0	86.5		-3.5
Caroline	84.4	85.9	+1.5	
Baltimore	85.7	85.7		
Kent	83.6	85.7	+2.1	
Worcester	83.6	84.9	+1.3	
Queen Anne's.....	85.9	84.5		-1.4
Prince George's.....	83.0	84.0	+1.0	
Harford	83.4	83.9	+ .5	
Somerset	80.9	83.7	+2.8	
Montgomery	78.6	83.1	+4.5	
Garrett	79.9	82.4	+2.5	
Cecil	82.4	81.8		— .6
Howard	78.5	80.6	+2.1	
Charles	81.0	78.3		-2.7

CHART HH

**DISTRIBUTION OF ENROLLMENT IN APPROVED WHITE HIGH
SCHOOLS BY PER CENT PURSUING EACH COURSE, BY
COUNTIES, YEAR ENDED JULY 31, 1922**



PER CENT OF PUPILS PURSUING THE SEVERAL COURSES
(CHARTS HH AND II)

The Academic Course holds its long lead over the General, the Vocational, and the Commercial Courses. Approximately the same per cent of pupils is pursuing the academic curriculum as did so last year—about 71 per cent of all the 13,469 pupils, though there is a slight increase both in the number of pupils taking the commercial work and of those taking vocational agriculture.

The noteworthy variations among the counties in the high school courses pursued are as follows:

Fewer than one-half of Dorchester's 545 high school boys and girls take the academic course; nearly one half of the boys are taking the commercial course.

Over 95% of the 457 high school boys and girls of Cecil are taking the academic course. Nine-tenths of all the pupils in Queen Anne's, Talbot, Kent, and Somerset, all on the Eastern Shore, are studying a foreign language as a part of the academic course.

Fourteen of the 22 counties conducting high schools offer the general course. Calvert offers only this course to its 119 boys and girls.

Only Calvert and Charles do not offer the commercial course.

One half the counties (11) give Vocational Agriculture (note the solid black bars at the right of the chart) and approximately one third (7) Vocational Home Economics. Baltimore County gives part time industrial courses at Sparrows Point High School in connection with the Bethlehem Shipbuilding Corporation.

For courses in individual schools, see pages 90-95.

TABLE 43

PER CENT. OF PUPILS PURSUING VARIOUS COURSES IN HIGH SCHOOLS, 1921-22.

County	PER CENT. OF ENROLLMENT PURSUING THE													
	Total Enrollment			Academic Course			General Course			Commercial Course			Vocational Courses	
													Agri- culture	Home Eco- nomics
	Boys	Girls	Total	Boys	Girls	Tot'l	Boys	Girls	Tot'l	Boys	Girls	Tot'l	Boys	Girls
County Average.	5,691	7,778	13,469	70.6	72.6	71.8	8.6	7.5	7.9	15.1	15.1	15.1	*5.7	4.1
Allegany	576	956	1,532	82.3	82.4	82.4	....	....	....	14.9	15.8	15.5	†2.8	.....
Anne Arundel...	187	269	456	65.8	49.8	56.3	18.2	4.1	9.9	16.0	46.1	33.8	.....	.....
Baltimore	609	771	1,380	68.0	65.5	66.6	3.6	1.0	2.2	21.8	30.5	26.7	†6.6	3.0
Calvert	52	67	119	....	....	....	100.0	100.0	100.0	....	....	....	.....	.....
Caroline	204	300	504	75.9	83.0	80.1	.5	....	.2	18.2	17.0	17.5	.....	5.4
Carroll	290	407	697	55.5	70.2	64.1	10.0	19.4	15.5	11.0	10.4	10.6	23.5	.....
Cecil	210	247	457	96.7	96.3	96.5	....	....	....	3.3	3.7	4.5	.....	.....
Charles	48	58	106	83.3	75.8	79.2	16.7	24.2	20.8	....	....	....	.....	.....
Dorchester	236	309	545	35.6	48.5	42.9	15.7	16.2	16.0	48.7	35.3	41.1	.....	.....
Frederick	600	700	1,300	47.0	61.7	55.0	16.0	10.7	13.1	31.8	16.3	23.4	5.2	11.3
Garrett	150	198	348	72.0	44.4	56.3	4.0	3.5	3.7	16.0	15.1	15.5	8.0	37.0
Harford	232	350	582	62.5	65.7	64.4	15.1	17.1	16.3	5.6	6.9	6.4	‡16.8	.....
Howard	87	150	237	64.4	62.7	63.3	13.8	12.7	13.1	2.3	9.3	6.7	19.5	15.3
Kent	107	173	280	86.0	88.6	90.7	....	....	....	14.0	6.4	9.3	.....	.....
Montgomery ...	191	301	492	59.7	67.8	64.6	24.6	20.9	22.3	5.2	5.0	5.1	10.5	6.3
Prince George's.	290	399	689	69.6	75.0	72.7	7.2	6.0	6.5	5.9	9.0	7.7	17.3	10.0
Queen Anne's...	123	199	322	96.7	94.0	95.0	....	....	....	3.3	6.0	5.0	.....	.....
St. Mary's .....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....
Somerset	183	223	406	90.2	90.2	90.2	0.5	....	0.2	9.3	9.8	9.6	.....	.....
Talbot	156	202	358	94.9	89.1	91.6	....	....	....	5.1	10.9	8.4	.....	.....
Washington	535	565	1,100	86.0	91.3	88.8	2.3	0.9	1.5	8.0	7.8	7.9	3.7	.....
Wicomico	398	576	974	73.3	72.0	72.6	18.9	17.0	17.8	7.8	11.0	9.6	.....	.....
Worcester	227	358	585	80.2	69.6	73.6	....	....	....	19.8	13.4	15.9	.....	17.0

*Includes 0.4 per cent taking part time industrial course. Excludes 0.7 per cent girls taking vocational agriculture.

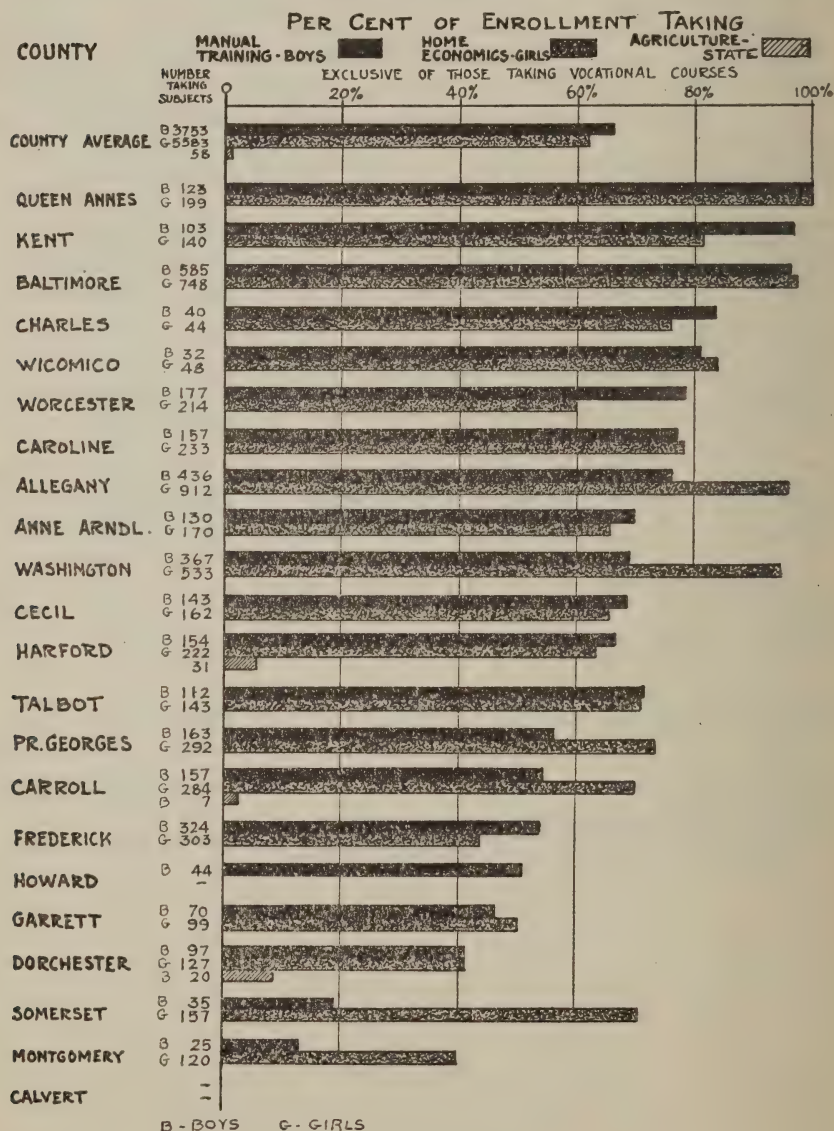
†Excludes 1.8 per cent girls taking vocational agriculture.

‡Includes 3.9 per cent boys taking part time industrial course at Sparrows Point.

§Excludes 10.3 per cent girls taking vocational agriculture.

CHART II

NUMBER AND PER CENT OF ENROLLMENT IN APPROVED WHITE
HIGH SCHOOLS, TAKING MANUAL TRAINING, HOME ECO-
NOMICS, AND AGRICULTURE (STATE), YEAR
ENDED JULY 31, 1922



TENTATIVE MUSIC COURSE FOR THE HIGH SCHOOLS*

After a considerable study of the Government surveys of the teaching of music in a number of high schools in this country, and after careful observation of the work being done in many of our own high schools, a tentative high school course in music was drafted. This is now being placed in all our high schools where it is thought practicable to organize the teaching of music on a credit basis. Provision is made for instruction in both vocal and instrumental music and for allowing credit to especially gifted pupils for the study of instrumental music under competent teachers outside the school. Conferences on the course of study are being held with high school music teachers, principals, and superintendents, with the view of getting practical suggestions before putting the course into permanent printed form. In both the elementary and the high school course, aims and attainments have been determined largely by the social and ethical values of music.

ORCHESTRAS, BANDS, AND GLEE CLUBS*

Practically every high school orchestra, band, and glee club organized last year was continued during the session of 1921-22, and those in several of the schools were enlarged. New cornet bands were organized in two schools, and new orchestras in three. Furthermore, an orchestra of eleven pieces and a glee club of sixty members were started at the Maryland State Normal School at Towson. Musical organizations at the Frostburg State Normal School, similar to those at Towson, were described in last year's report. The school band of the Frederick Boys' High School had the distinction of rendering the music for the State Athletic Meet in Baltimore, and the Brunswick High School band has been invited to play at the Maryland State Teachers' Association.

There are now four cornet bands, forty-one orchestras, and twenty glee and chorus clubs in the high schools of the State.

MUSIC AS A MEANS OF SOCIALIZING THE COMMUNITY*

In several of the schools, both elementary and high, a number of musical programs of real social and educational value were given. These consisted of children's concerts; band, orchestra, and glee club concerts; musical pageants; operettas; improvised musical plays and evenings of music. Frequently the schools and the musical talent of the communities united in giving these entertainments, a plan which was of mutual benefit. Accounts of many of them, with photographs of scenes and costumes, are on file in the offices of the State Depart-

* Excerpt from report of Thomas L. Gibson, Supervisor of Music.

ment and may be examined by any one interested. The costumes were in most instances made by the pupils themselves under the direction of the domestic science teachers.

COMMUNITY CHORAL CLUBS*

A most wholesome influence in any community is a well-conducted choral society, and there is one such organization in Maryland that should be mentioned. This is the Harford Choral Club, conducted by Mr. Charles H. McComas, in Bel Air. The club numbers seventy-five members,—business men, teachers, lawyers, farmers, artisans, school administrators, and high school pupils. Some of the members live fifteen miles from the place of meeting. Last year the club conducted weekly public rehearsals from October 1 to June 15, gave two concerts, and assisted in three church affairs. The County Superintendent of Schools, an active member of the club, mentions among its benefits an "increase in and appreciation of good music; social values; training in the rendering of music; wholesome home entertainment; musical training for teachers and schools; musical training for the churches; financial help to public libraries and relief associations." The State Supervisor was in no way responsible for this very valuable organization, but it has been his privilege to give it encouragement by dropping in at rehearsals and by spreading its fame as an inducement for other communities to organize similar clubs.

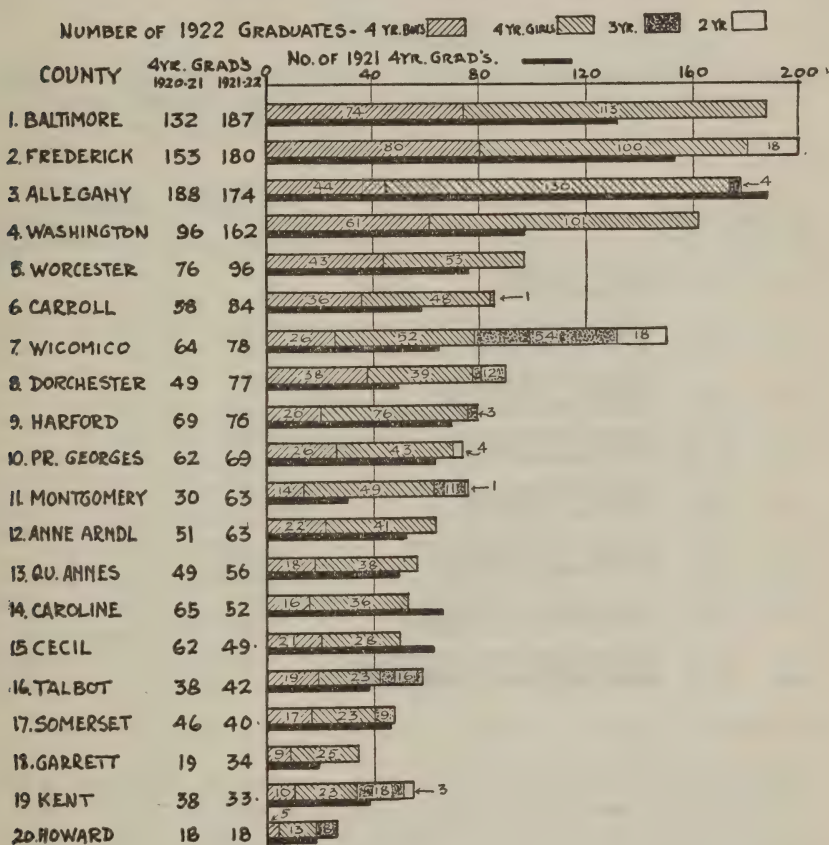
MUSIC MEMORY CONTESTS*

Music memory contests may be made such a vital factor in both the schools and the communities that a report of one of several conducted in the schools during the past year should prove worth while.

A music memory contest was conducted on the evening of May 19, in the Chapel of the Reformed Church at Middletown, Frederick County. More than four hundred people were present. Mr. Emory L. Coblenz, a member of the State Board of Education and a resident of the community, presided and in his introductory remarks spoke of the increased pleasure that comes to those who are trained to listen intelligently to good music. Twenty-seven members of the high school entered the contest. Thirty-five music compositions had been incidentally studied by all members of the high school during their regular music recitations under the direction of Miss Edna Lighter, the music teacher. The points on which the contest were decided were: 1, titles; 2, names of the operas from which some of the selections were taken; 3, names of composers; 4, correct spelling of all names. Ten musical compositions were selected for the contest.

* Excerpt from report of Thomas L. Gibson, Supervisor of Music.

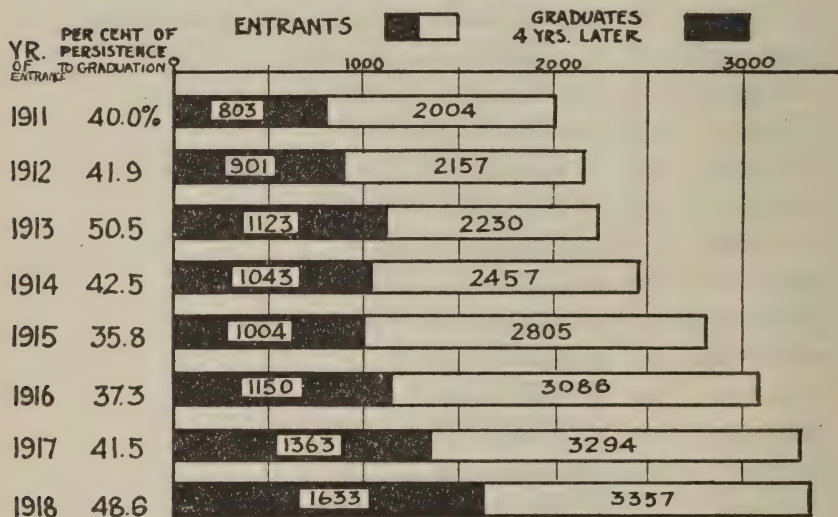
CHART JJ

NUMBER OF GRADUATES FROM APPROVED WHITE HIGH SCHOOLS,
BY COUNTIES, 1921 AND 1922NUMBER AND DISTRIBUTION OF GRADUATES, JUNE, 1922,
(CHART JJ)

The total number of four-year graduates in June, 1922, was 1,633, an increase of 270 over June, 1921. All the counties except five participated in this increase; there was an increase of 66 in Washington County, one of 55 in Baltimore County, and five counties showed increases of from 20 to 33. In many cases, these larger increases came from the graduation, as four-year students, of pupils who had done two or three years of approved work in near-by third- or second-group schools and who were induced to go on to four-year graduation. The important point in Chart JJ, however, is that the increase in four-year graduates was so widespread, occurring in 15 out of 20 counties. (For individual schools, see pages 90 to 95.)

CHART KK

NUMBER AND PER CENT OF FIRST YEAR ENROLLMENT, 1911-1918,
SURVIVING TO GRADUATION FOUR YEARS LATER, 1915-
1922, APPROVED WHITE HIGH SCHOOLS OF
MARYLAND COUNTIES



PERSISTENCE TO (FOUR-YEAR) GRADUATION (CHARTS KK AND LL)

Much more significant than the mere number of graduates is the ability of the schools to hold their pupils during the full four-year period—the percentage of persistence. In this factor of high school progress, we have steadily advanced; only one year, 1917, shows higher persistence than does our percentage of 48.6 for this year, 1922. This means that we held to graduation in 1922 almost one-half (1,633) of the 3,357 pupils who entered our high schools four years earlier (September, 1918), and that we shall almost certainly show a persistence of more than 50 per cent next year. The latest figures given by the U. S. Bureau of Education (for 1917-18) show a persistence of 44 per cent for the U. S. as a whole.

TABLE 44

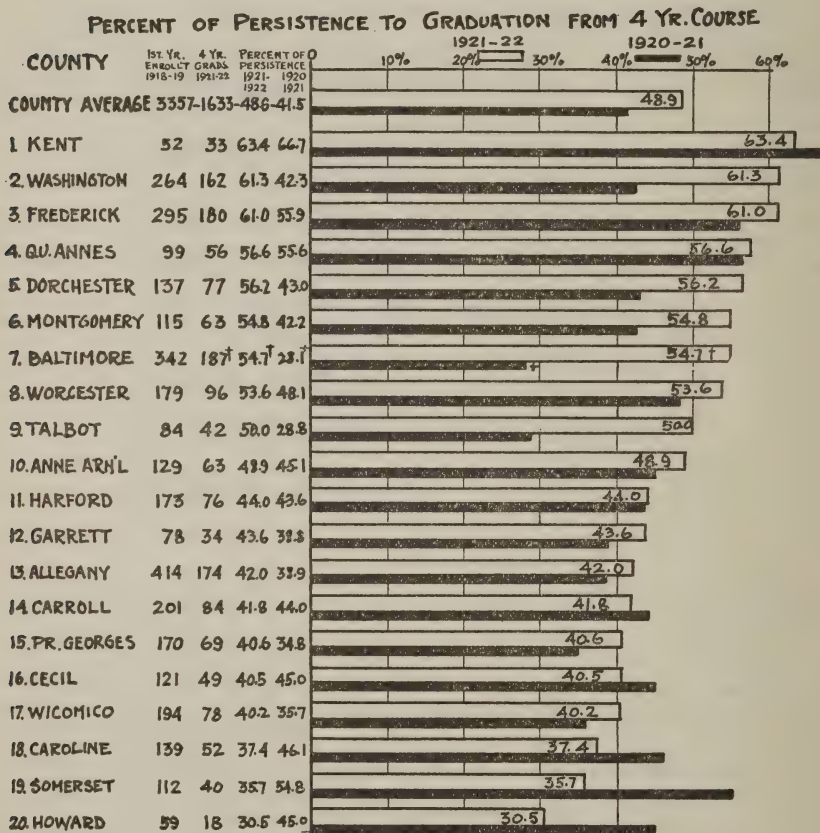
DISTRIBUTION OF 1922 ENROLLMENT IN THE VARIOUS YEARS OF THE HIGH SCHOOL.

County	Total Enrollment			PER CENT. OF TOTAL ENROLLMENT IN														
				1st Year			2nd Year			3rd Year			4th Year			Graduates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
County Average.	5,691	7,778	13,469	45.9	38.8	41.8	25.5	26.8	26.2	17.1	20.3	19.0	11.5	14.1	13.0	10.6	13.4	12.2
Queen Anne's...	123	199	322	42.3	30.7	35.1	30.1	27.6	28.6	13.0	22.6	18.9	14.6	19.1	17.4	14.6	19.1	17.4
Worcester	227	358	585	37.4	33.3	34.9	24.7	27.6	26.5	18.1	21.5	20.2	19.8	17.6	18.4	18.9	14.8	16.4
Washington	535	565	1,100	40.6	35.4	37.9	29.2	26.2	27.6	18.1	20.2	19.2	12.1	18.2	15.3	11.4	17.9	14.7
Dorchester	236	309	545	39.8	35.3	37.2	22.9	25.9	24.6	19.9	26.2	23.5	17.4	12.6	14.7	16.1	12.6	14.1
Frederick	600	700	1,300	41.2	38.4	39.7	25.8	24.7	25.2	18.7	21.9	20.4	14.3	15.0	14.7	13.3	14.3	13.9
Anne Arundel....	187	269	456	48.2	41.6	44.3	23.5	24.2	23.9	16.0	18.2	17.3	12.3	16.0	14.5	11.8	15.2	13.8
Baltimore.....	609	771	1,380	45.5	40.1	42.5	26.3	25.5	25.9	15.9	19.2	17.8	12.3	15.2	13.8	12.2	14.7	13.6
Harford	232	350	582	50.0	35.1	41.1	22.9	26.9	25.2	17.2	21.1	19.6	9.9	16.9	14.1	8.6	16.0	13.1
Montgomery	191	301	492	44.5	38.5	40.9	28.3	22.3	24.6	19.9	22.3	21.3	7.3	16.9	13.2	7.3	16.3	12.8
Carroll	290	407	697	44.1	42.5	43.2	27.9	25.5	26.5	14.5	19.9	17.6	13.5	12.1	12.7	12.4	11.8	12.1
Kent	107	178	285	43.9	34.7	38.2	21.5	25.4	23.9	25.2	26.0	25.7	9.4	13.9	12.2	9.4	13.3	11.8
Talbot	156	202	358	44.9	43.1	43.9	23.1	24.2	23.7	17.9	20.8	19.6	14.1	11.9	12.8	12.2	11.4	11.7
Allegany	576	956	1,532	54.4	40.3	45.6	20.5	25.0	23.3	16.1	20.3	18.7	9.0	14.4	12.4	7.6	13.6	11.4
Cecil	210	247	457	52.9	42.5	47.3	23.3	25.1	24.3	13.8	20.2	17.3	10.0	12.2	11.1	10.0	11.3	10.7
Caroline	204	300	504	50.5	40.0	44.2	27.0	27.3	27.2	14.2	19.7	17.5	8.3	13.0	11.1	7.8	12.0	10.3
Prince George's.	290	399	689	46.6	42.6	45.1	24.1	32.6	29.0	17.6	13.5	15.3	9.7	11.3	10.6	9.0	10.8	10.0
Somerset	183	223	406	44.8	35.0	39.4	25.1	38.6	32.5	19.1	14.8	16.8	11.0	11.6	11.3	9.3	10.3	9.8
Garrett	150	198	348	50.0	44.5	46.8	26.0	22.2	23.9	16.0	20.2	18.4	8.0	13.1	10.9	6.0	12.6	9.8
Wicomico	398	576	974	42.0	35.8	38.3	28.4	28.3	28.3	19.3	24.5	22.4	10.3	11.4	11.0	6.5	9.0	8.0
Howard	87	150	237	55.2	39.3	45.2	24.1	32.0	29.1	14.9	20.0	18.1	5.8	8.7	7.6	5.8	8.7	7.6
Calvert	52	67	119	67.3	50.8	58.0	32.7	49.2	42.0	...	...	...	...	...	...	...	...	...
Charles	48	58	106	60.4	58.6	59.4	29.2	32.8	31.1	10.4	8.6	9.5	...	...	...	...	...	...
St. Mary's.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

The facts regarding persistence throughout the counties as a group during the past decade, as explained above, are graphically exhibited in Chart KK; and Chart LL shows the percentage of persistence by the individual counties for last year and for this year. Washington, Dorchester, and Montgomery show increases of 19%, 13%, and 12%, respectively. Cecil, Caroline, and Somerset, respectively, sustained decreases of 5%, 9% and 19%. Six counties show, compared with 1920-1921, a decreased persistence, but fourteen exhibit increases ranging from 1 to 26%. Baltimore County figures for both years are inaccurate because it is not possible to follow the careers to graduation of the 42 second year pupils and the 102 first year students in the new annex who entered Baltimore City high schools, after annexation would have necessitated the payment of tuition if the County schools had been attended by these pupils.

CHART LL

NUMBER AND PER CENT OF FIRST YEAR ENROLLMENT, 1918-19,
SURVIVING TO GRADUATION IN 1922, COMPARED WITH
1921, BY COUNTIES



Pupils transferred to Baltimore City in September 1919 by reason of annexation
and the necessity of paying tuition in Baltimore County are not included
† 102 pupils * 42 pupils

SURVIVAL OF FIRST-YEAR ENROLLMENT TO SUCCEEDING YEARS AND
ENTERING MARYLAND STATE NORMAL SCHOOLS.

(TABLE 45, AND CHART MM, PAGES 26 TO 32.)

The supply of trained teachers for the elementary schools of the State is almost entirely dependent upon the number of high school graduates who enter the State normal schools, and this function of the high school—supplying students for the normal school—is of the greatest importance to the State. Table 45 shows that, of 3,357 pupils who entered the high schools in September, 1918, somewhat less than three fourths entered the second year, about three fifths entered the third year, slightly more than one half entered the fourth year, less than one half graduated, fewer than one fifth of these 1,633 graduates of June, 1922, entered the State normal schools, and that the 310 who did enter the normal schools constituted only 9.2% of the original 3,357 who had entered high school four years earlier. It is highly probable that this percentage will show a steady increase in view of the very good salaries now available, under the School Law of 1922, to teachers who are normal school graduates, and in view of the extremely reasonable cost of the normal school course.

TABLE 45

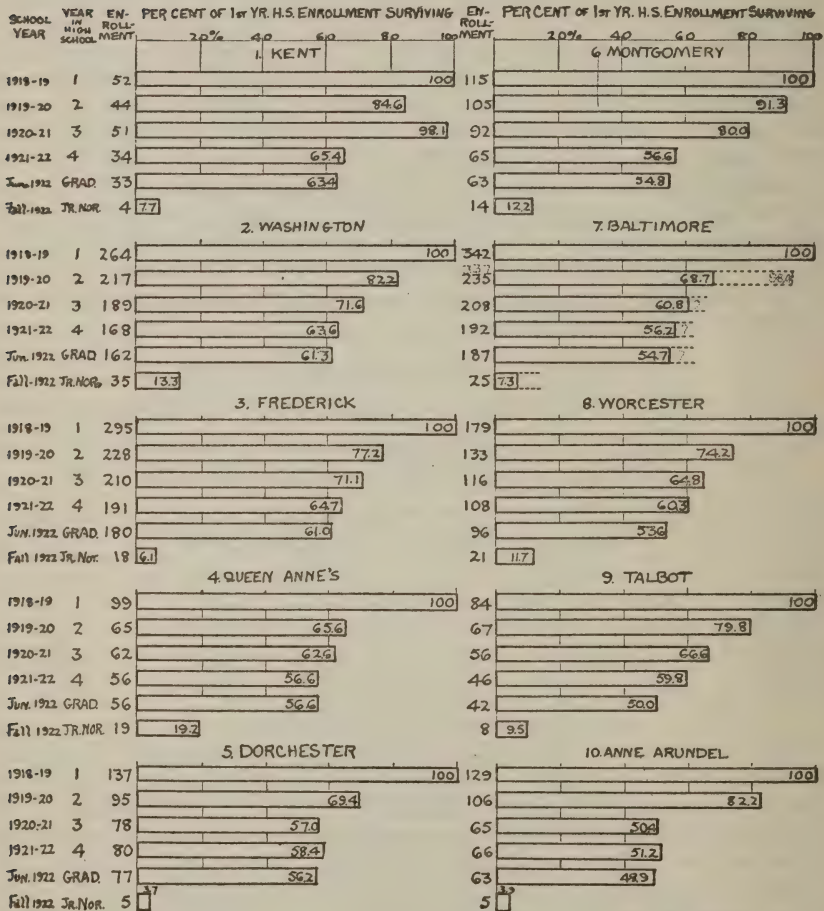
PER CENT OF FIRST-YEAR ENROLLMENT IN MARYLAND
COUNTY HIGH SCHOOLS SURVIVING TO THE FOLLOWING YEARS
AND ENTERING MARYLAND STATE NORMAL SCHOOLS

Year	High School Year	Number	Per Cent
1918-19	First	3,357	100.0
1919-20	Second	2,447	72.8
1920-21	Third	2,048	61.0
1921-22	Fourth	1,754	52.2
1922	Graduates	1,633	48.6
1922	Junior Normal.....	310	9.2

Charts MM and MM-1 place the counties which conduct four-year high schools in the order of the percentage of survival of the pupils from grade to grade for the four-year period, September, 1918—June, 1922, and show the percentage of these pupils which each county sent to the State normal schools in September, 1922. Chart NN arranges the counties in the order of the per cent of their 1922 graduates, girls and boys, who entered the State normal schools in September, 1922. These tabulations, made this year for the first time, will prove instructive in several ways. For example, they will show where survival and persistence are strongest and weakest, stimulate inquiry as to causes, and motivate remedial administration. They afford a county the opportunity to study its own performance from year to year, and offer the oppor-

CHART MM

RELATION OF SECOND YEAR ENROLLMENT, 1919-20, THIRD YEAR ENROLLMENT, 1920-21, FOURTH YEAR ENROLLMENT, 1921-22, GRADUATES, 1922, AND NORMAL SCHOOL JUNIORS, FALL OF 1922, TO FIRST YEAR ENROLLMENT, 1918-19, IN APPROVED WHITE HIGH SCHOOLS, BY COUNTIES

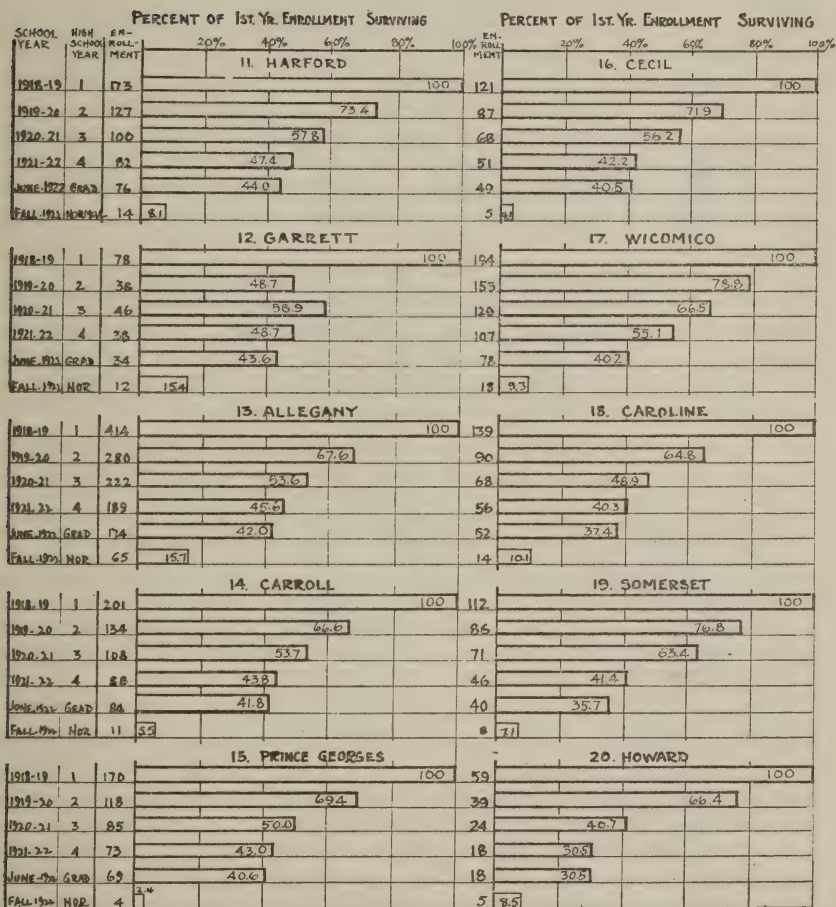


tunity of comparison with other counties similarly placed or conditioned. In brief, they afford to high school administrators a reliable basis for the *scientific study* of the schools under their care.

Since only 27.7 per cent of our girl graduates and 4 per cent of our boy graduates enter the normal schools, it would be worth while to

CHART MM-1

RELATION OF SECOND YEAR ENROLLMENT, 1919-20, THIRD YEAR ENROLLMENT, 1920-21, FOURTH YEAR ENROLLMENT, 1921-22, GRADUATES, 1922, AND NORMAL SCHOOL JUNIORS, FALL OF 1922, TO FIRST YEAR ENROLLMENT, 1918-19, IN APPROVED WHITE HIGH SCHOOLS, BY COUNTIES



follow up and find out what the remainder are doing and whether the courses taken in high school are meeting their needs. One of the most important pieces of work that our school administrators can do is such follow-up inquiry.

THE NORMAL SCHOOL ENROLLMENT CAMPAIGN*

For nearly two years all the educational forces of the State have been passing through a renaissance in their sense of the importance of education and training of teachers. This revival culminated in the generous recognition that the State Legislature of 1922 paid to the State program of education. During the revival the slogan, "There must be a trained teacher in every classroom in the schools of the State," was adopted. Two strategic points were recognized—first, that the normal schools of the State must maintain a high standard, and enrollment must be increased by attracting the finest of the high school graduates to the teaching profession, and, second, that further training of teachers in service must be accomplished through competent supervision. This training in service would meet the needs of the teachers in the State who are teaching on second and third grade certificates, would develop further the power of the professionally trained teacher, and would raise to the rank which a progressive State demands, the low levels of teacher efficiency.

In our enrollment campaign we made the plea that high school principals effect a more definite vocational guidance and include the teaching profession as one of the fields to be emphasized. In visiting high schools to urge the claims of teaching as a life vocation, the members of the Normal School staff attacked the question of the personal qualifications of prospective applicants somewhat as follows:

The high school graduates who should elect the teaching profession as their chosen field are those who have considered all the professional fields—medicine, law, engineering, institutional management, education, etc.—and after due study of their own aptitudes for these callings, decided that the field of education holds success. Such young men and women will be real students; will love children; will be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess leadership characteristics; will have a sense of humor; and will be, above all else, straightforward and trustworthy. To this type of high school student the normal schools of the State extend a welcoming hand.

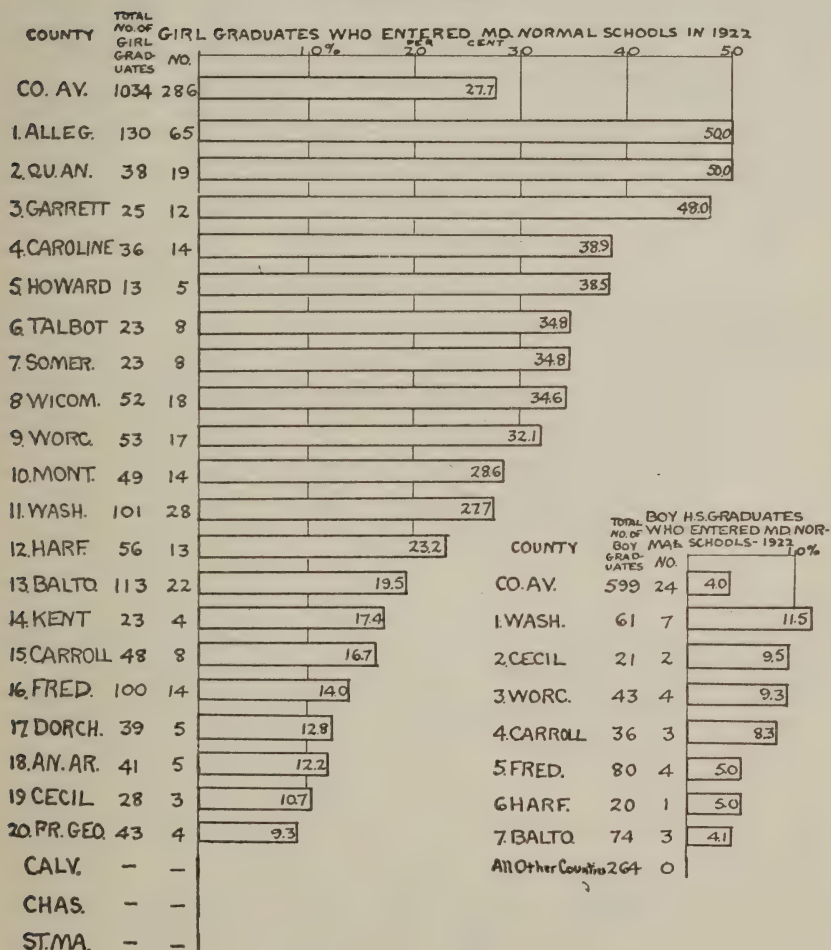
The moving picture of the school, "The Call of the Hour," had been brought up to date at an expense of \$200. The new part included the return of the heroine, Miss Mary Land, for her first Alumni Meeting and also for a visit to the Summer Session during the Field Day activities, a contest between the Normal and Johns Hopkins students.

The campaign resulted in an enrollment of 277 juniors, including 17 men, in the fall of 1921. There had been no men in the School for three years, and for a number of years there had never been more than one, two, or four in any one year. The total number of juniors was more than double that of any previous year in the history of the school. A number almost as large, 265, has entered the junior class in the fall of 1922, showing that the increase of 1921-22 is not a sporadic growth,

* Excerpt from report of Lida Lee Tall, Principal, Maryland State Normal School, Towson.

CHART NN

NUMBER AND PER CENT OF GIRLS AND OF BOYS WHO GRADUATED FROM THE FOUR-YEAR COURSE IN APPROVED WHITE HIGH SCHOOLS WHO ENTERED THE JUNIOR CLASS OF MARYLAND STATE NORMAL SCHOOLS IN THE FALL OF 1922



due to the intensive campaign, and that with increased facilities we can possibly count on even larger numbers entering the Normal School.*

It is significant that the percentage of high school girl graduates of 1922 who enrolled at the Normal in September, 1922, ranges from 9.3 in Prince George's County to 50 per cent. in Queen Anne's County. The percentage of boy graduates entering in September ranged from 4.1 in Baltimore County to 11.5 per cent. in Washington County. The total enrollment of men now numbers 36. (See Chart NN, page 31.)

We are glad to report that the group of irregular seniors—that is, experienced teachers who have studied while teaching and have received sufficient credits to enter the senior class—is growing larger each year. This is a result that naturally would follow such a revival of interest in education as is taking place in Maryland.*

The total enrollment of juniors and seniors for each of the years, 1921-22 and 1922-23, 397 and 506, respectively, exceeds the enrollment for any one of the previous ten years, even when the enrollment in the high school department (academic), which was discontinued in 1921, is included.*

WHAT HIGH SCHOOL GRADUATES DO

Carroll County, in its annual report this year, shows the following distribution of high school graduates:

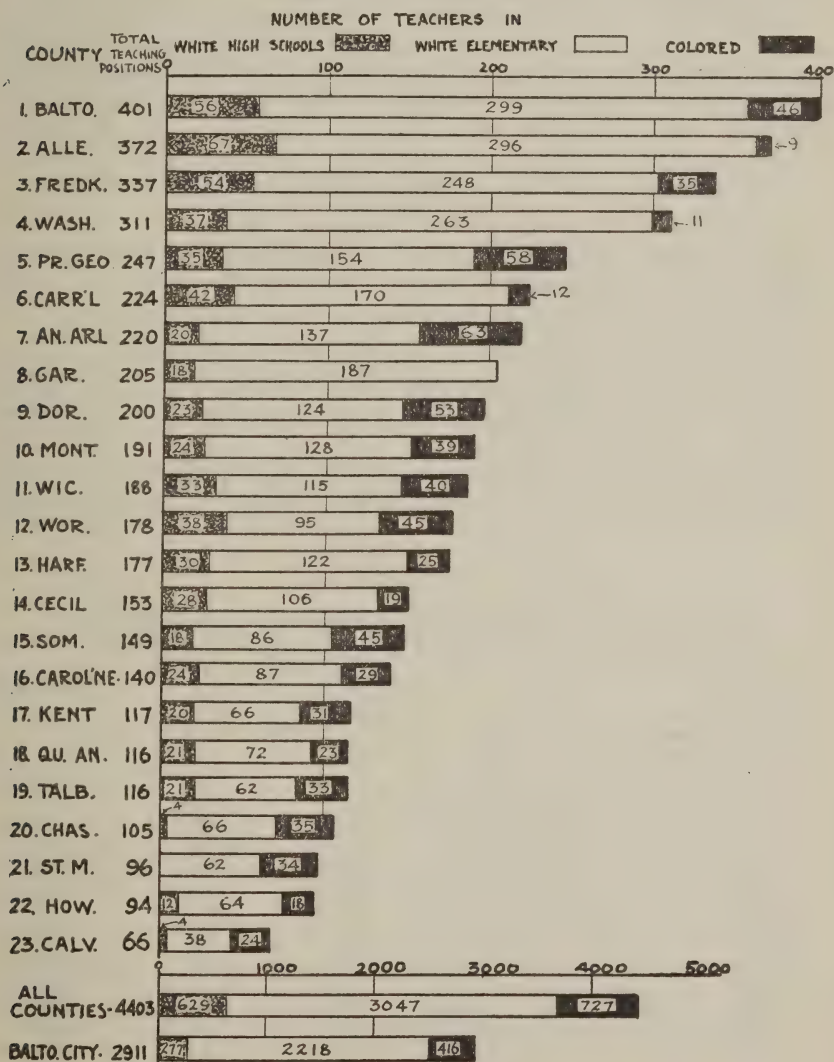
	No.	Per Cent.
Towson Normal School.....	11	12.4
College	37	41.6
Teaching	11	12.4
Employed	16	18.0
Employed at home.....	6	6.7
Married	2	2.2
Moved Away.....	1	1.1
Unknown	5	5.6
Total	89	100.0

It would be worth while to know also what type of employment high school graduates are finding.

* Excerpt from report of Lida Lee Tall, Principal, Maryland State Normal School, Towson.

CHART F

TEACHING STAFF, BY COUNTIES, YEAR ENDED JULY 31, 1922



NUMBER AND DISTRIBUTION OF WHITE HIGH SCHOOL TEACHERS
(CHART F, P. 33.)

The number of teachers employed in the white high schools of the counties in 1921-1922 was 629. Of these, Allegany had 67, the largest number, out of 363 white teaching positions in the county, and St. Mary's had none among 62 white teachers. A study of this chart reveals the fact that Allegany's high school teachers constitute over 18% of the white teaching force of the county; Frederick's nearly 18%; Baltimore County's constitute less than 16%; and Washington's, just over 12%. See pages 84 to 89.

EXPERIENCE OF HIGH SCHOOL PRINCIPALS AND TEACHERS
(TABLE 46)

The pressing need for teachers of experience is manifested in Table 46. Among other facts, these stand out:

1. One sixth of our teachers have had no experience.
2. One third have had less than two years' experience.
3. One half, almost, have had less than four years' experience.
4. Three fourths, nearly, have had less than nine years' experience.

As a group, they are a comparatively young staff, who have had a brief training in modern principles, but who lack teaching technique and experience.

TABLE 46
EXPERIENCE OF WHITE HIGH SCHOOL PRINCIPALS AND
TEACHERS AS REPORTED IN OCTOBER, 1921.

Years of Experience	No. of Teachers	Per Cent	Cumulative Per Cent
0	101	16.3	...
1	95	15.2	16.3
2	59	9.5	31.5
3	43	6.9	41.0
0- 3	298	47.9	47.9
4- 8	157	25.2	73.1
9-13	69	11.1	84.2
14-18	27	4.3	88.5
19-23	18	2.9	91.4
24-28	15	2.4	93.8
29-33	14	2.3	96.1
34 and Over.....	16	2.6	98.7
Unknown.....	8	1.3	100.0
Total	622	100.0	

SEX OF HIGH SCHOOL TEACHERS (WHITE)

Table No. 47 illustrates a well-known but regrettable fact in all public schools—that a preponderating number of our teachers are women. The per cent of men to the whole number of high school teachers in Maryland ranges from 16 in Baltimore County to 100 in Calvert County, with an average for the counties of 36.9, which is somewhat above the average of the United States as a whole (34.6) in 1917-1918. That was the year, however, of the selective draft of the U. S. Army; we are, therefore, probably somewhat below the present national average. The outstanding fact in this connection, however, is that we need to induce more young men of high ability to come into high school work as a life profession; and it is believed that, as a result of the liberal Maryland School Law of 1922, every succeeding year will show gains in this direction in Maryland. Certainly, in view of those social activities of the high school that are best managed by men, we ought to work towards a possible ideal of equal numbers of men and women teachers—to say nothing of the influence which a fairly equal number of trained men and women teachers should exercise upon groups of adolescents as a factor in their preparation for life. The girls, as well as the boys, need some men teachers not so much to prevent the mythical “feminization” of the high school as to get the masculine viewpoint of the world they are going to live and work in.

TABLE 47

SEX OF WHITE HIGH SCHOOL TEACHERS, 1921-22

County	Per Cent of Total White High School Teachers who are Men	County	Per Cent of Total White High School Teachers who are Men
County Average.....	36.9	Wicomico.....	36.4
Baltimore	16.1	Harford	36.7
Charles	25.0	Prince George's.....	37.2
Somerset	27.8	Allegany	37.3
Carroll	33.3	Dorchester	39.1
Cecil	33.3	Kent	40.0
Caroline	33.3	Howard	41.7
Montgomery	33.3	Talbot	43.0
Queen Anne's.....	33.3	Garrett	44.5
Worcester	34.2	Frederick	48.2
Anne Arundel.....	35.0	Washington	62.2
		Calvert	100.0

THE TRAINING OF HIGH SCHOOL TEACHERS

Of the various factors that contribute principally to success in high school teaching, adequate training would seem to be fully as important as experience. In fact, the interesting study made a few years ago by Thorndike in his endeavor to find some method of measuring teaching efficiency in high schools led him to conclude that length of experience is not an important factor after the first few years. He says, "So far as the data go, they support the hypothesis that the full effect of experience on teaching efficiency is reached in three years." (See Bulletin of U. S. Bureau of Education, No. 4, 1909.)

The greatest hope for the improvement of our high schools lies in the introduction of a comparatively new factor as powerful, at least, as any other previously existing or recognized by public opinion, to wit,—the professionally trained teacher specially fitted for secondary work. It is a happy augury for the future that serious consideration is now being given by departments of education in our local colleges as well as by teachers' colleges everywhere to scientific methods of training teachers for secondary schools.

Dean Russell says: "Present conditions seem to indicate at least four qualities preeminently desired in the high school teacher: (1) general knowledge, (2) professional knowledge, (3) special knowledge, and (4) skill in teaching.

First, general knowledge. By the provisions of our state law governing the qualifications of high school teachers, the degree of scholarship required for secondary teachers in Maryland is fixed at a collegiate education. This qualification seems reasonable enough. The general culture implied in four years of training in advance of the grades to be taught is surely a minimum requirement for every applicant for a regular high school teacher's certificate. The high school teacher must have a world-view of sufficient breadth to justify him in attempting the training of youth for the full duties and responsibilities of citizenship in our complex twentieth-century civilization. He must have an understanding of related subjects sufficient to enable him to teach his own subject in a scientific manner. As Dean Russell well points out: "There are relationships everywhere existing in the various spheres of knowledge,—a unity pervading all knowledge,—and the inspiring influence that comes from well developed manhood and womanhood trained to see this unity and these relationships is an influence that the secondary school can ill afford to neglect."

Second, professional knowledge. Liberal culture alone is not sufficient to insure success as a high school teacher. Indeed, the lack of special knowledge and of educational interests in the average college graduate has had great weight in promoting the popular tendency to discredit a liberal education as an essential prerequisite to work in the secondary schools. At the same time, the hearsay that "anyone can teach, provided he knows the subject matter" has done much

to plague teachers and teaching and to retard educational progress. This fallacy is, indeed, a negation of all professional aspirations. It disregards the human materials with which the teacher must deal. By placing the entire emphasis on the acquisition of subject matter, the fatal tendency to think more of the subject than of the pupils is promoted. One may know the facts of the subject thoroughly, but may not know how to use that subject as a means of educating the pupil. It is what goes on in the mind of the learner that educates him. Some of the most pronounced failures among high school teachers are those who know their subject matter thoroughly. The high school teacher must be able to view his own subject and the entire course of instruction in its relations to the child and to society, of which the child is a part. "He must know the nature of mind; he must understand the process of learning, the formation of ideals, the development of will, and the growth of character. He needs particularly to know the psychology of the adolescent period—that stormy period in which the individual becomes self-conscious and struggles to express his own personality—he also needs to know the nature of man as a social being." The professional equipment of a high school teacher should include also a knowledge of the history of education, of school economy and hygiene, and the organization, supervision, and management of school systems here and abroad.

Third, special knowledge. The section of our State school law which fixes the minimum academic preparation for a high school teacher at graduation from a standard college or university contains also the wise proviso "that during their college course at least two high school subjects must have been continuously pursued for two years." The policy of certificating teachers in the particular subject or subjects in which they have "majored" or specialized seems also to be a rational safeguard against poor and inefficient instruction. "A teacher with nothing to teach is an anomaly that needs no explanation. That knowledge is next to nothing which must be bolstered up by midnight study to hide its defects from a high school class. Special scholarship is an absolute necessity in the qualifications for secondary teaching. Without it, the teacher becomes a slave to textbooks; his work degenerates into formal routine with no life, no spirit, no educative power, because he knows no better way." Neither a college education nor any number of summer courses in general or special method can replace that "solid substratum of genuine scholarship on which all true secondary education rests."

It seems expedient at this point to suggest to the county superintendent the exercise of special care and forethought in the employment of high school teachers to fill vacancies. He should in all cases know just what subjects are to be taught by the applicant and should make specific inquiry in each case as to the extent of the special training of the applicant in the particular subject or subjects needed, and should ascertain whether the applicant holds the certificate entitling him

to teach these subjects. It is a sad misfortune to any high school or county school system to have inflicted upon it a high school teacher who lacks the necessary academic knowledge to teach his subject acceptably, and to the pupils it is more than a misfortune,—it is a tragedy. As a college education does not necessarily give any remarkable degree of special knowledge, it seems not amiss to advise high school teachers contemplating summer courses to take at each summer school attended one strictly subject-matter course.

Fourth, skill in teaching. The technical ability to teach is of course largely dependent on the qualities previously mentioned, or, to put it in another way, all of these qualities or characteristics are inter-dependent. The tendency of the public is to base judgment on the relatively non-essential, as for example, ability to maintain order, to get work out of the pupils, etc. The real teacher is he who (1) has a clear conception of the function of his subject in contributing to the development of the adolescent boy or girl, (2) knows what mental processes should be carried on within the mind of the learner in attempting to master the subject matter that is to be presented, (3) knows how to choose effective devices in presenting the subject matter, and (4) knows what teaching acts to put forth and how to put them forth effectively in employing these devices. The technique of teaching is a product of all these factors considered in the order named.

The most noticeable shortcoming of our inexperienced teachers is that they are often deficient in many details of classroom technique and are to this extent unsuccessful as teachers. Conspicuous skill in actual classroom teaching is found for the most part only in teachers of ripe experience who have developed their proficiency largely by the "trial and error" method. Too often, our young teachers, fresh from their courses of education at our local colleges, are found to be lacking in ability in the mechanics of classroom management and in applying the principles of teaching they have studied in college. It seems reasonable to conclude from the facts as they have been observed that the cause of these failures is a lack of a judicious combination of theory and practice in the courses available in departments of education at our various colleges. Attention is called to the clause in our State requirements for high school teachers' certificates which provides for a minimum of two hundred recitation hours of instruction in education, "including the aims of secondary education and the methods of *observation and practice teaching* of secondary school subjects."

The paramount need today in the training of high school teachers is more, and more practical, study of actual teaching situations. "An ample knowledge of theory and application of theory must be brought together and kept together through a sufficient length of time, so that both may be mastered and become automatic in the thinking and doing of the teacher." In each college offering courses in education, there

should be provided for the prospective teacher the opportunity to spend, in addition to his academic and laboratory study of education courses, a minimum of from twenty to thirty recitation hours in the educational laboratory, studying and applying the principles of teaching. Of these twenty to thirty hours, at least twelve recitation hours should be given to each student for *actual practice teaching*, under normal conditions in typical Maryland high school situations.

RENEWAL OF CERTIFICATES ISSUED IN 1916 ON LESS THAN THE
LEGAL BASIS*

When the 1916 law went into effect, all the teachers were certificated for the positions then held. This was in accordance with the obvious intention of the law not to legislate any of the 1916 teachers out of their places. Since there had, up to that time, been no uniform educational requirements for the higher teaching positions, however, the preparation of the teachers naturally showed great inequality and was in a number of cases short of the new requirements. The discrepancy between the legal requirement and the actual basis upon which the lower grades of certificate were issued in 1916 was not so great nor was it relatively important, because additional preparation is required for each renewal, extending over only two or three years, and any discrepancy is thus gradually and automatically eliminated. Elementary school principals' certificates, however, and also high school teachers' and high school principals' certificates are, unless otherwise noted in each individual case, renewable upon evidence of successful experience and professional spirit. In certificating the whole teaching body in Maryland in 1916, this notation was sometimes overlooked, or, at any rate, was not placed upon a number of certificates, although the holders did not meet the full legal requirement. If these certificates were renewed indefinitely upon recommendation of the county superintendents, a considerable part of the high school teaching force would be below the standard in preparation which was contemplated by the 1916 law.

A careful study was made of the preparation of the high school teachers and principals in service in 1920-21 and a set of rules was drawn up in accordance with which all such cases were to be treated. It was decided that, for the renewal of certificates issued under the circumstances mentioned above, the State Superintendent might reasonably demand that the necessary "evidence of successful experience and professional spirit" should be in the form of credit for six semester hours' (six weeks') additional preparation. In this way, all of the 1916 teachers would gradually work toward the full legal requirement for the certificates which had already been issued to them. Teachers who had been in service for ten years or more were to have their certificates renewed for the full three-year period; others who had had less experience and whose shortage amounted to more than a year's work, were to have their certificates renewed for two years, further

* Excerpt from report of Merle S. Bateman on Certification of Teachers.

preparation being required in each case for the following renewals, until the accumulated credits presented were equivalent to the full requirement.

In order to start the scheme as promptly as possible, all teachers who were affected and whose certificates expired in 1922 were notified that they would need to present additional credits for the 1922 renewal of their certificates. At the same time, high school teachers who, through an oversight or for some other reason, were teaching without valid certificates, were requested to submit their certificates for renewal, or if they had never held Maryland certificates, were asked to file applications. In every case where complete records were not on file, an effort was also made to obtain these. A similar procedure will be followed in 1922-23 and 1923-24. In this way, it should eventually be true that every high school teacher and principal in the State is certificated, has complete records on file in the office, and either has met the full academic requirement for his position or is obtaining further preparation from time to time and is thus gradually, without undue hardship to him, approaching the standard.

NEW HIGH SCHOOL TEACHERS' AND PRINCIPALS' CERTIFICATES*

Certain rules were also adopted with regard to the issuance of new high school teachers' and principals' certificates. Not infrequently an applicant has had excellent academic preparation and perhaps valuable experience, but has not had exactly the preparation required by law for the particular certificate he needs. He may, for instance, have included as part of his two hundred recitation hours in Education (one of the requirements for a high school teacher's certificate in academic subjects) a course in psychology or in rural sociology, both of which may be considered by his own state as being in the field of Education, but neither of which is so classified in Maryland. Or the applicant for a high school principal's certificate may lack part of the year of graduate work required, or may have included in his graduate year less than the prescribed amount of professional training. It would seem unfair and, in some cases would be impossible, to employ these teachers on provisional certificates, which entail a sacrifice of at least two hundred dollars in salary. In order not to lose what is in many instances valuable teaching material, and in order to have uniformity, as far as possible, in the handling of such cases, the State Superintendent, in conference with other members of the staff, decided upon the policy of providing one- and two-year certificates for applicants coming within certain limits of qualifying for the certificate desired, the shortage to be made up before the first renewal. A special rule with regard to provisional high school principals' certificates was also adopted. Such certificates are to be authorized only if the applicant has had at least four years of college work.

* Excerpt from report of Merle S. Bateman on Certification of Teachers.

JUNIOR HIGH SCHOOL TEACHERS' CERTIFICATE*

Even the provisions mentioned above did not fully meet the situation, however, as each year more and more elementary schools develop to the point where they are asking for recognition for two or three years of high school work and not enough college graduates are available for the high school positions being thus created. A so-called junior high school teachers' certificate was therefore planned, to provide regular certificates for teachers in the new high schools. This certificate calls for three instead of four years of college work and for six semester hours instead of twelve or thirteen semester hours of work in Education. It is renewable upon evidence of six semester hours' further preparation, and when it has been renewed four times—or sooner, if the teacher takes extra courses—it may be exchanged for a full high school teachers' certificate in academic subjects. The junior high school teachers' certificates are valid in third group schools or for assistants' positions in second group ones.

SALARIES OF HIGH SCHOOL TEACHERS
(TABLE 48; CHART OO, PAGE 39.)

The average salary of the white high school teacher was, this year, \$56 more than last year—\$1,345 as against \$1,289; but the larger salaries provided by the Law of 1922 (See Table 48) will constitute for teachers a further increase of from \$200 to \$250, and for principals an increase of from \$250 to \$550, according to length of service and size of school, in counties which pay only the minimum salary required.

Eight counties show decreases, though only slight ones, compared with 1920-1921. In these cases it became necessary to employ a larger number of inexperienced (beginning) or of provisional teachers. The range in average salaries is between \$990 in Calvert and \$1,935 in Baltimore. Charles County ranks second because the U. S. Government pays a large part of the salaries at Indian Head High School. Nine counties paid an average salary of less than \$1,200 which is the minimum that can be paid, under the 1922 Law, to teachers who have had one year's experience.

* Excerpt from report of Merle S. Bateman on Certification of Teachers.

CHART PP

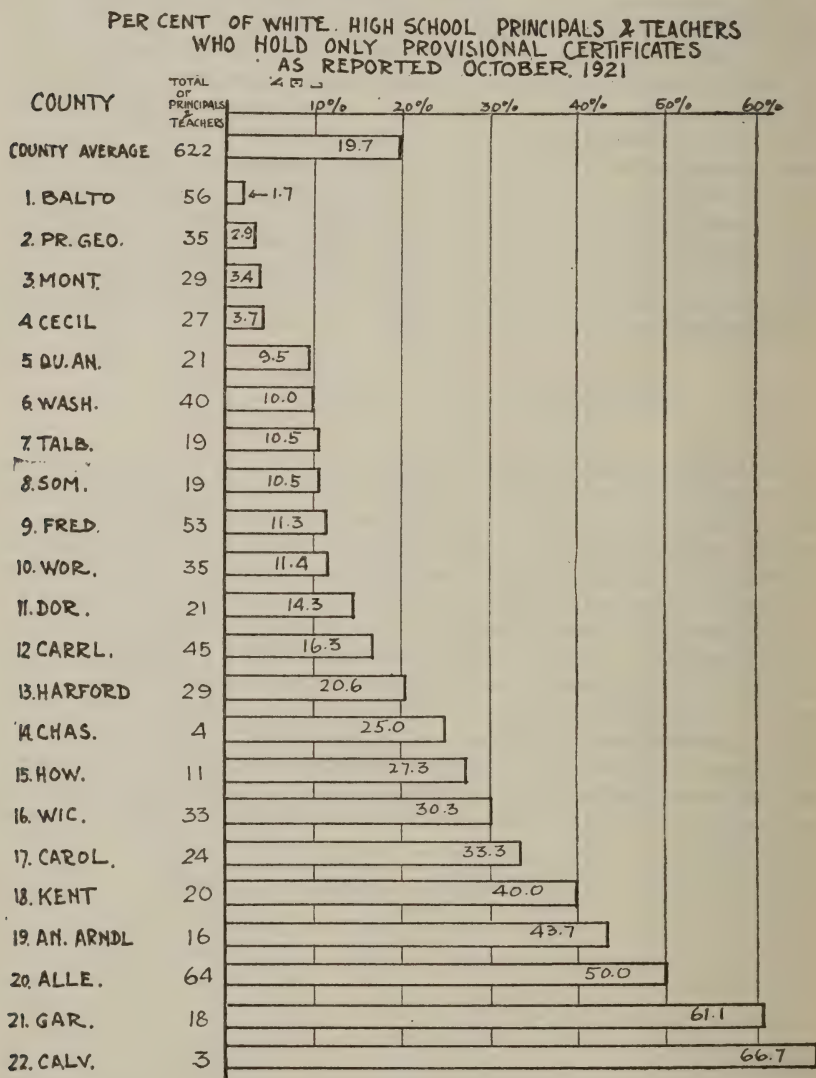
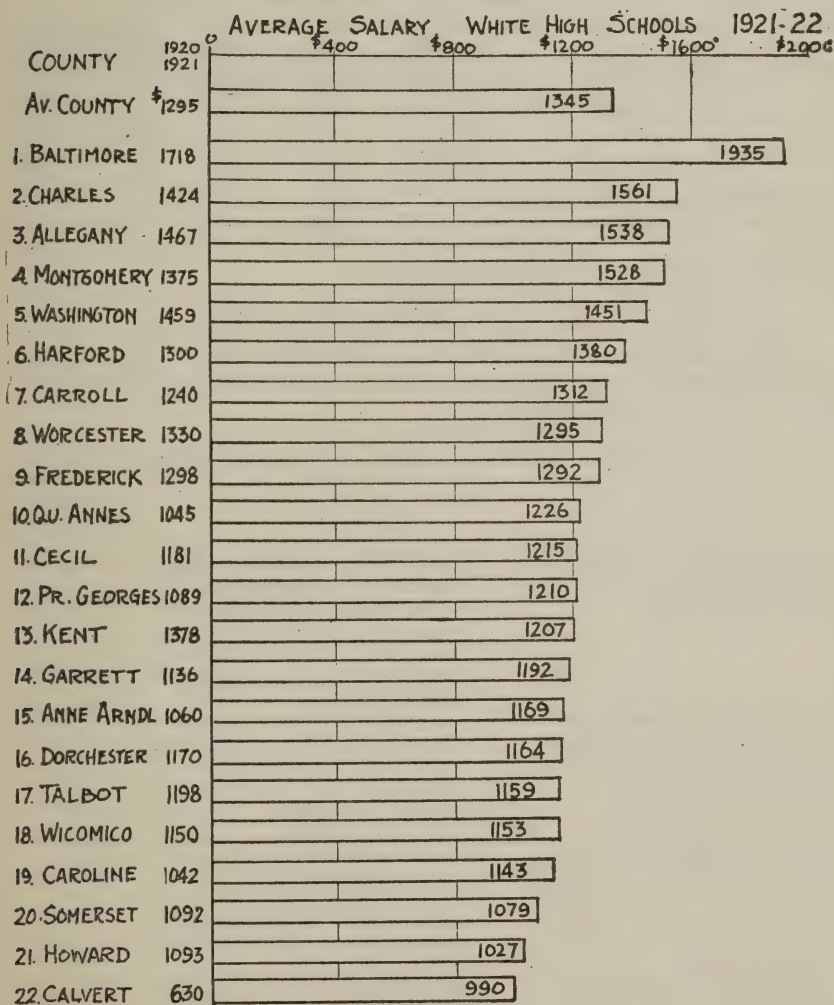
PER CENT OF PROVISIONALLY CERTIFICATED TEACHERS IN
WHITE HIGH SCHOOLS, BY COUNTIES, OCTOBER, 1921

CHART OO

AVERAGE SALARY PER WHITE HIGH SCHOOL TEACHER, BY
COUNTIES, 1921 AND 1922

BALTIMORE CITY

SENIOR HIGH \$2608

JUNIOR HIGH \$1437

TABLE 48

NEW STATE MINIMUM SALARY SCHEDULE FOR WHITE HIGH SCHOOL TEACHERS
(Former salary schedule in parentheses)

<i>Position</i>	<i>Years of Experience</i>				
	0-1	2-3	4-5	6-7	8+
Regular assistant.....	\$1,150 (900)	\$1,200 (950)	\$1,250 (1,000)	\$1,300 (1,050)	\$1,350 (1,150)
Principal third group.....	1,250 (1,000)	1,300 (1,050)	1,350 (1,100)	1,400 (1,150)	1,450 (1,200)
Principal second group.....	1,350 (1,100)	1,400 (1,150)	1,450 (1,200)	1,500 (1,250)	1,550 (1,300)
Principal first group.....	1,550 (1,200)	1,650 (1,300)	1,750 (1,400)	1,850 (1,500)	1,950 (1,600)
Principal first group, five assistants and 100 in attendance.....	1,750 (1,300)	1,850 (1,400)	1,950 (1,500)	2,050 (1,600)	2,150 (1,700)
Principal first group, nine assistants and 200 in attendance.....	1,950 (1,400)	2,050 (1,500)	2,150 (1,600)	2,250 (1,700)	2,350 (1,800)

Provisional (emergency) principals and teachers receive \$200 (\$100) less than the foregoing schedule. Increments with service are compulsory for first class teachers only.

QUALIFICATIONS REQUIRED FOR HIGH SCHOOL STAFF

<i>Position</i>	<i>Education</i>	<i>Teaching Experience</i>
Academic teacher in first group, or principal of second or third group school.	4 years of high school, college graduation, including study of two high school branches for two years and 200 recitation hours of educational theory applied to secondary schools.	
Junior high academic teacher in second group school or teacher or principal of third group school.	4 years of high school, 3 years of college work, 6 semester hours of professional subjects, 6 semester hours of additional professional preparation for renewal.	
Teacher of special branches.	4 years of high school, 2 years in college, one third of which is in academic subjects, two thirds in the special branch, including 200 recitation hours in education.	
Principal of first group school.	4 years of high school, college graduation, 1 year of graduate work, one third in high school branches, two thirds in principles of secondary education.	Two years

AVERAGE ATTENDANCE PER TEACHER (CHART QQ)

The average attendance per teacher rose from 15.9 in 1920-21 to 17.5 in 1921-22. Every county except Caroline, Worcester, and Carroll showed an increase in average attendance per teacher.

Six counties averaged fewer than 14 pupils per teacher, all except Carroll being on the Eastern Shore: Kent, Queen Anne's, Worcester, Carroll, Cecil, and Caroline. The figures for individual schools may be found in the tables on pages 84 to 89.

Only 6 counties averaged more than 20 pupils to a teacher—Washington, Calvert, Wicomico, Baltimore, Charles, and Frederick.

TABLE 49

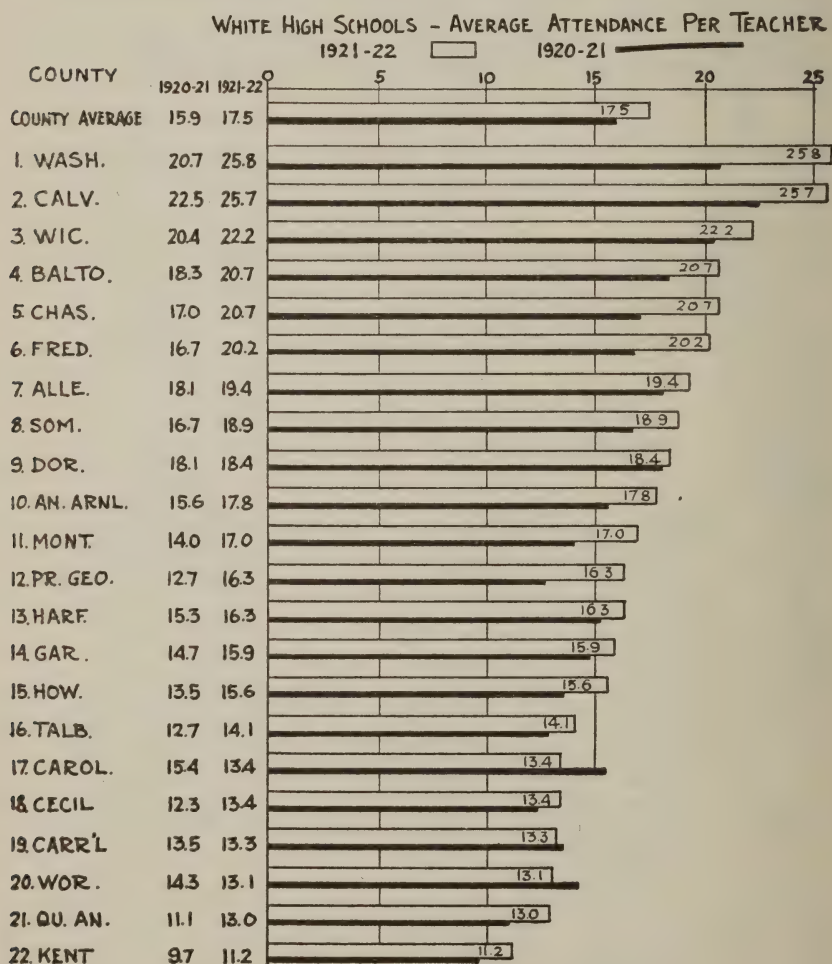
RELATION OF SIZE OF STAFF TO SIZE OF HIGH SCHOOL, 1921-22

Average Attendance of	FIRST GROUP HIGH SCHOOLS																					
	Number of Teachers																					
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Total	
26-40...	5	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
41-50...	1	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
51-75...	5	10	5	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21
76-100...	1	3	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
101-125...	...	...	...	2	7	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	11
126-150...	...	...	...	1	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	5
151-175...	...	...	...	1	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	3
176-200...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	2
201-225...	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	3
226-250...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
251-275...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	2	...	...	...	2
276-300...	...	...	...	...	...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	...	3
301-325...	...	...	...	...	...	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...	4
326-350...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1
351-375...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
376-400...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
401-425...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
426-450...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
451-475...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1
476-500...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
501-525...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
526-550...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1
Total...	12	19	7	7	8	6	4	4	3	1	2	...	2	...	...	2	...	...	...	1	78

Average At- tance per teacher	SECOND GROUP Number of Teachers				THIRD GROUP Number of Teachers				COLORED SCHOOLS Number of Teachers					
	Number of Teachers				Number of Teachers				Number of Teachers					
	2	3	4	Total	1	2	3	Total	1	2	3	4	5	Total
1-15.....	...	...	...	...	6	...	...	6	...	...	...	...	...	...
16-25.....	5	5	...	10	8	2	1	11	1	1	...	...	...	2
26-40.....	10	4	1	15	2	2	...	4	1	...	1	...	...	2
41-50.....	1	...	...	1	...	1	...	1	...	1	...	...	1	2
51-75.....	...	1	...	1	...	...	...	...	...	...	...	...	...	...
76-100.....	...	...	...	...	...	...	...	...	...	...	...	1	...	1
Total.....	16	10	1	27	16	5	1	22	2	2	1	1	1	7

For individual schools, see pages 84 to 89.

CHART QQ

AVERAGE ATTENDANCE PER TEACHER, IN WHITE HIGH SCHOOLS,
BY COUNTIES, 1921 AND 1922

RELATION OF TEACHING STAFF TO ATTENDANCE

It will be noted (Table No. 49) that the *median* number of pupils attending first group high schools is 90, and that one half of these schools had an attendance of between 57 and 155 pupils. The *average* number of pupils attending is 125, but this higher figure is due to the enrollment in the large towns—Frederick, Hagerstown, Cumberland, Salisbury, and a few others. The significant fact is, that of our 78 first group schools, thirty-eight are attended by fewer than 90 pupils. This explains why our median number of teachers per school is just over 6, though half of the schools have from 4.4 to 8.9 teachers. To put it another way: our schools range from 26 to 550 pupils in attendance, and have from three to twenty-two teachers; but the majority of them (42) are conducted for one hundred pupils or fewer, a fact which is explained by the State's attempt to place high school facilities within the reach of the greatest possible number of children, even though their communities are small ones. Since, of course, the ratio of teachers to pupils must be greater in the small schools of 40 than in the large schools of 500, it is readily seen that our number of teachers per school must be slightly higher than in a system where there are many large high schools. Maryland is a rural state, possessing, outside of Baltimore, only four towns of as many as 8,000 population, and the number of high school teachers necessary is absolutely conditioned by this fact. Nevertheless, this table should prove of great interest and assistance to officials who administer the first group schools. For instance, it will be noted that of the seven schools with an attendance of 26-40, five operate with three teachers, whereas one employs five teachers, another six teachers. Again, of the four schools attended by 301-325 pupils, one employs nine teachers; one, ten teachers; one, thirteen teachers; and another, fifteen teachers. These variations are certainly worthy of study and possibly point to remedial administration, for it seems certain either that some schools of this group are under-staffed or that others are largely over-staffed.

In the 27 second group schools, which range from 30 to 100 pupils in attendance, the *median* number attending is 29.5 and the *average* is 30; and the *median* number of teachers is 2.8. These schools (second group) are required by law to employ two teachers; but several of them are so large as to raise the figures for the entire group, though the range is not nearly so significant as in the first group schools.

The 22 third group schools show an attendance of from twelve to forty-odd pupils and have from one to three teachers. Some of these schools, which are required to employ only one teacher, are taught, in part, by several teachers, who devote the remainder of their time to elementary school classes.

CAN WE HAVE TOO MANY HIGH SCHOOLS?

Though the democratic policy of equalizing high school facilities and opportunities for all, so far as this may be possible, is to be commended, a word of caution against establishing small high schools in very close proximity to one another may not be inappropriate. For two reasons, such a procedure may prove inexpedient and unwise. First, it will likely prove expensive, causing the per capita cost for high school education in a county to rise above normal or average figures. Second (and this is obviously more important), it may in the end operate to the educational disadvantage of the children affected. By providing transportation, for instance, a good, well-organized first-group high school may, at moderate expense, be utilized, to serve better the children of high school age in a section embraced within a radius of five or six miles from the school than can two or more small schools. Of the 85 pupils enrolled this year in the Sudlersville High School (Queen Anne's County), only 8 are residents of the town in which the school is located. The advantages, academic and social, that are available at a school of this type, are obviously greater than they could possibly be at a small third-group school located four or five miles away.

EXPENDITURE AND COST PER PUPIL (TABLE 50, CHART RR)

Expenditures on the county high schools this year amounted to over a million dollars for current expenses, and to an additional four hundred thousand for buildings.‡ The average per pupil cost fell from \$104.75 last year to \$96.33 this year, largely because of the increase in attendance. (For individual schools, see pages 84 to 89.)

Worcester,† Kent, and Queen Anne's each spent over \$130 per pupil, which is too high, and is due to an excessive number of teachers, or to large amounts for operation, maintenance, and transportation.†

The State contributed towards the cost of salaries per pupil in the counties an average of \$16.20, and the Federal Vocational Fund furnished \$1.59, a total of \$17.79, which amounts together include not quite a fourth of the average expenditure per pupil for salaries (\$76.85). The amount contributed from the State High School Fund varies from \$8.94 in Anne Arundel to \$25.09 in Kent.* The largest amount per pupil attending contributed to any of the counties participating in the Vocational Fund was \$5.65, which went to Howard; and the smallest amount, which went to Allegany, was 78 cents. However, when the number of pupils enrolled in vocational courses only is considered, the

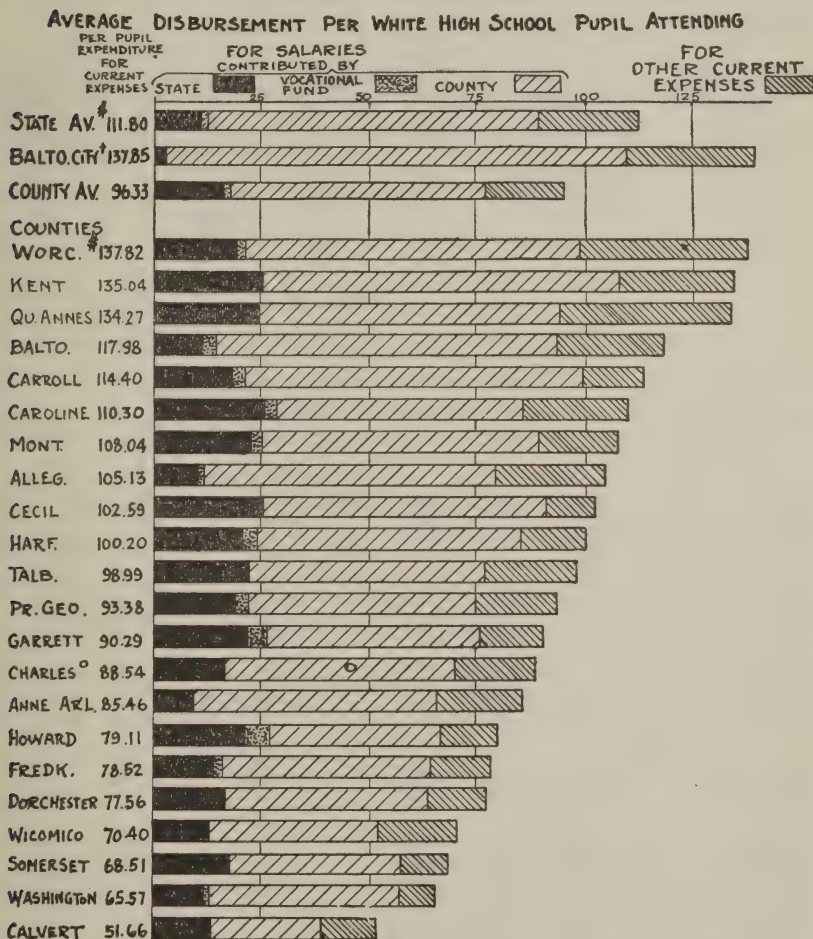
‡See page 83 for disbursements for white high schools.

†Worcester County charged against its high schools all of the costs for transportation in the county, although large numbers of elementary pupils were transported with the high school pupils in the same conveyances at the same time. This shows the cost per high school pupil in Worcester to be higher than it actually is.

*Reference to Table 40 will show that this variation arises from the fact that State aid for the first six teachers in a high school ranged from \$600.00 to \$300.00 for each teacher, but that aid for each additional teacher after the sixth was only \$100.00. Anne Arundel had 404 white high school pupils, and Kent only 258; but Kent's were distributed in five high schools, whereas Anne Arundel's were in only two high schools. (See page 107.)

CHART RR

COST, PER PUPIL ATTENDING WHITE HIGH SCHOOLS, FOR SALARIES AND OTHER CURRENT EXPENSE, BY COUNTIES,
YEAR ENDED JULY 31, 1922



^o Large Amounts were Contributed to Indian Head High School by the Federal Gov't

*Includes only day senior high schools.

†Includes expenditures for transportation of elementary school pupils.

contribution of the Federal Vocational Fund per white high school pupil in the counties ranges from \$15.20 in Garrett to \$75 in Caroline, the average allowance for a pupil taking a vocational course being \$25.25. Eleven counties provided no vocational course and therefore could receive none of the advantages of the Vocational Fund.

The average county contribution for salaries was \$59.06. Kent, the highest county, contributed \$82.67 per pupil, while Calvert, at the other end of the list, spent only \$25.26 per pupil attending.

TABLE 50
COST PER PUPIL IN AVERAGE ATTENDANCE IN WHITE HIGH SCHOOLS, 1921-1922a

County	Total Per Pupil for Current Expense		Salary Cost Per Pupil Paid by			Cost Per Pupil for			
	1920-1921	1921-1922	State	Vocational Fund	County	Textbooks, Materials and Instruction Other than Salaries	Operation and Maintenance	Auxiliary Agencies	Capital Outlay
State Average.....		\$111.80	\$11.05	\$0.99	\$77.11	\$5.69	\$14.68	\$2.28	\$27.70
Baltimore City—Senior High.....		\$137.85	2.41	†	107.39	4.63	\$22.87	0.54	\$21.53
County Average....	\$104.75	96.33	16.20	1.59	59.06	6.34	9.82	3.32	31.35
Worcester	129.63	137.82	19.34	2.09	77.57	8.55	13.51	||16.76	0.60
Kent	189.46	135.04	25.09	.....	82.67	5.59	15.74	||5.95	.....
Queen Anne's.....	127.35	134.27	24.81	.....	69.91	10.42	25.62	||3.51	3.93
Baltimore	124.89	117.98	11.75	3.02	78.64	7.28	11.28	+6.01	22.37
Carroll	108.77	114.40	18.08	2.77	78.05	4.00	10.93	0.57	21.14
Caroline	94.95	110.30	25.65	2.48	57.06	8.06	12.80	||4.25	1.73
Montgomery	113.54	108.04	22.65	2.56	64.73	7.31	10.70	0.09	5.19
Allegany	106.62	105.13	10.67	0.78	67.97	9.73	11.36	||4.62	118.97
Cecil	118.87	102.59	25.27	.....	65.41	4.66	6.04	1.21	3.71
Harford	99.81	100.20	20.29	3.45	61.07	4.61	10.74	0.04	17.42
Talbot	124.53	98.99	22.28	.....	59.63	6.12	5.12	||5.84	16.53
Prince George's....	107.29	93.38	18.58	3.06	52.56	3.89	11.55	||3.74	0.96
Garrett	97.98	90.29	21.81	4.52	48.85	5.90	9.26	.....	1.30
Charles	110.20	*88.54	16.37	.....	*58.88	5.17	8.12	.....	3.71
Anne Arundel.....	91.52	85.46	8.94	.....	56.94	9.82	8.54	1.22	0.06
Howard	92.78	79.11	20.82	5.65	39.43	3.65	8.01	1.55	239.05
Frederick	97.09	78.52	14.19	1.72	48.06	4.61	6.50	||3.44	51.07
Dorchester	79.53	77.56	16.23	.....	46.96	4.40	9.97	.....	.....
Wicomico	74.73	70.40	12.60	.....	39.26	6.42	8.58	||3.54	2.66
Somerset	85.74	68.57	17.57	.....	39.60	4.79	6.61	.....	3.16
Washington	87.69	65.57	11.54	0.90	43.74	4.81	4.56	0.02	0.10
Calvert	38.87	51.66	13.20	.....	25.26	5.06	8.14	.....	22.37

a For details by individual schools, see pages 84 to 89.

*Of this amount, \$52.86 was contributed by the Federal Government for Indian Head High School.

†Includes expenditure for transportation of elementary pupils.

‡Vocational School and Evening Schools not included here.

§Maintenance and capital outlay, estimated.

+Health and transportation.

||Chiefly transportation.

TABLE 51

AID PER PUPIL ENROLLED IN VOCATIONAL COURSES IN COUNTY
HIGH SCHOOLS FROM FEDERAL VOCATIONAL FUND, 1921-1922

	No. of White Pupils Taking Vocational Courses in Counties	Amount of Aid from Federal Vocational Fund	Federal Aid Per Pupil
Baltimore	63	\$3,496.06	\$55.50
Frederick	110	1,875.97	17.05
Prince George's.....	90	1,750.00	19.44
Harford	75	1,657.49	22.20
Carroll	68	1,637.50	24.09
Garrett	85	1,291.48	15.20
Howard	40	1,057.16	26.43
Montgomery	39	1,045.33	25.80
Worcester	61	1,039.99	17.04
Allegany	33	1,008.00	30.54
Washington	20	883.33	44.17
Caroline	11	825.00	75.00
Talbot .....	..	.....	.....
Queen Anne's.....	..	.....	.....
Cecil .....	..	.....	.....
Anne Arundel.....	..	.....	.....
Calvert .....	..	.....	.....
Charles .....	..	.....	.....
Dorchester .....	..	.....	.....
Kent .....	..	.....	.....
St. Mary's.....	..	.....	.....
Somerset .....	..	.....	.....
Wicomico .....	..	.....	.....
Total	695	\$17,567.31	\$25.25

For further details by schools, see pages 84 to 89, and Mr. Dimmitt's report, pages 58 to 68.

For textbooks, materials, and other costs of instruction, the average expenditure per pupil was \$6.34. Counties that spent most for them were Queen Anne's (\$10.42), Anne Arundel (\$9.82), Allegany (\$9.73), Worcester (\$8.55), and Caroline (\$8.06) per pupil. The counties that spent less than \$4.50 per pupil were Howard (\$3.65), Prince George's (\$3.89), Carroll (\$4.00), and Dorchester (\$4.40).

For operation and maintenance, the average expenditure was \$9.82. Washington, however, spent only \$4.56; Talbot, \$5.12; Cecil, \$6.04; Frederick, \$6.50; and Somerset, \$6.61.

On auxiliary agencies, including chiefly transportation and health, Worcester* led last year with an expenditure of \$16.76 per pupil; Kent, Talbot, Allegany, and Caroline each spent for this purpose somewhat more than \$4.00 per pupil. Baltimore County spent \$6.00 per pupil for transportation and health. Since several counties spent nothing for these purposes the average for the counties was \$3.32.

Provision of high school buildings and new equipment was made in Howard, Allegany, Baltimore, Carroll, Calvert, Harford, Frederick, and Talbot counties.

* The report from Worcester county included all expenditures for transportation under high schools whether the expenditure was made for elementary or high school pupils. This makes the cost per pupil in high schools higher than it actually was.

COLORED HIGH SCHOOLS

The first colored high school in the counties was organized in 1918. In 1921-22 there were eight such high schools. They meet an undoubted need in the colored school system. Among their most valuable services is creating and fostering among the colored people an interest in education, and a knowledge of right living.

The chart at the top of page 53 shows that the enrollment for 1922 (368) was an increase of 116, or 46 per cent., over 1921. Eight counties are now doing some form of high school work which meets approved standards. The Salisbury High School has made progress, due, in all probability, to the fine school spirit of the colored people of Wicomico County.

The chart at the left center on page 53 shows that the per cent of boys to girls varied from 16 in Kent to 87 in Frederick, three of the counties—Dorchester, Talbot, and Wicomico—having half as many boys as girls. Frederick, Anne Arundel, and Wicomico made great improvement in bringing more boys into high school, but, on the other hand, the remaining counties showed a loss of boys.

The per cent of the total average attendance found in the high schools increased in every county except Talbot, nearly 12 per cent. in Allegany, and 7 per cent. in Wicomico being in high school in 1922.

The chart at the bottom of page 53 shows that the average attendance per teacher in these schools ranged from 9 to 35. In every school there was a larger attendance per teacher than in the preceding year.

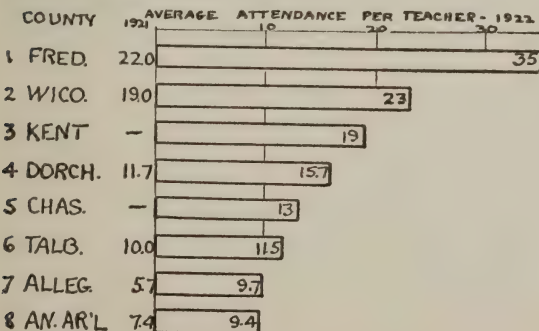
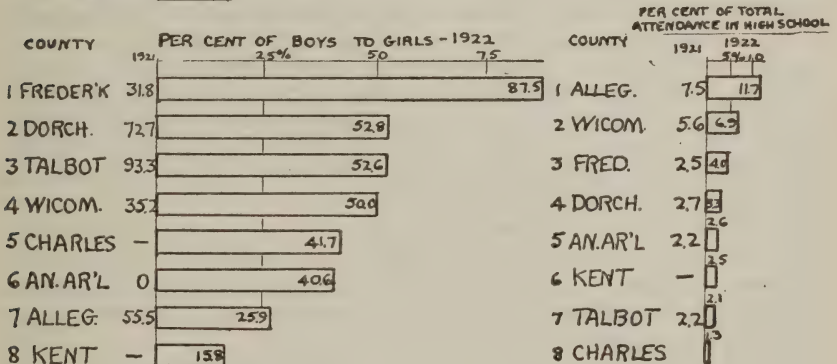
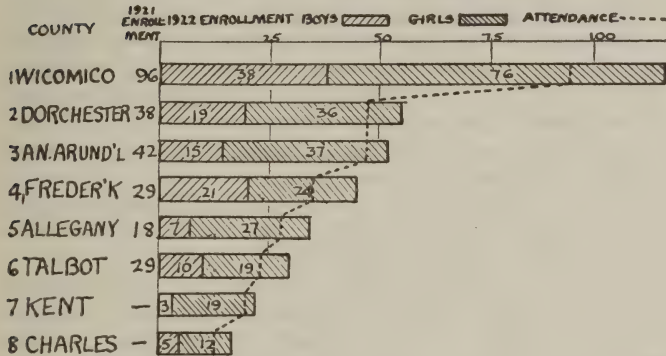
If Maryland is to improve the educational and professional status of its colored elementary teachers and provide at the Bowie Normal and Industrial School the technical training needed by its graduates, high school work in the counties must become an essential part in the program of teacher training. As long as we must depend on other states for our trained teachers, so long will we have a changing, shifting staff whose place in the community is only temporary.

State aid to high schools, if the work meets approved standards, is available to the colored as well as to the white high schools and upon the same basis. The equalization fund may be used to raise the professional status of the colored as well as the white teachers and is available for the support of high and elementary schools organized according to approved standards.

* Excerpt from report of J. Walter Huffington, Supervisor of Colored Schools.

CHART c*

COLORED HIGH SCHOOLS, BY COUNTIES, 1921 AND 1922, ENROLLMENT, ATTENDANCE, RATIO OF BOYS TO GIRLS, AND OF HIGH SCHOOL ATTENDANCE TO TOTAL ATTENDANCE, AND AVERAGE ATTENDANCE PER TEACHER



* Excerpt from report of J. Walter Huffington, Supervisor of Colored Schools.

THE WORK OF THE HIGH SCHOOL SUPERVISORS

In addition to their formal inspectional duties, the high school supervisors visited professionally every one of the schools at least twice, many of them three times, and a few oftener. That the professional supervision was thus more adequate than in any previous year was due to the engagement of an additional man in the high school field (the District Supervisor of High Schools) working principally in the Eastern Shore counties. The work of the supervisors embraces class visiting; conferences with teachers and principals; attendance at faculty meetings, where strictly professional topics are discussed; attendance at the regular meetings of the county high school teachers; organizing and conducting the regional conferences of high school principals; preparing bulletins of the State Department for the high school field (eight were published in September, 1921, and an Administration Bulletin is now in press); attendance at community meetings, patrons' clubs, and local gatherings dealing with the improvement of high school instruction.

The supervisors are in the high schools from Monday morning until Friday night of almost every school week, and frequently conduct teachers' meetings on Saturdays. In every county of Maryland the high school teachers have definite plans for their professional meetings, the work for 1921-1922, for example, having centered about a series of demonstration lessons given before the high school teachers of each county by one of their number, and the critiques immediately following. One of the supervisors attends these meetings, and one of them usually conducts the critique. Other subjects that have been studied in the county groups are Questioning, the Lesson Plan, and the professional evaluation of high school text books.

At the Principals' conferences, each of which is attended by the principals of from three to five counties, and of which from six to eight are held annually, the discussion is limited to certain outstanding features of the principal's job—administrative and professional—as distinguished from that of the teacher.

Typical programs of meetings of both these groups may be found in the High School Administration bulletin, which may be obtained upon request from the State Department of Education, Baltimore.

VOCATIONAL EDUCATION

ROY DIMMITT, *Supervisor*

During 1921-1922 the vocational program affected a total enrollment of 2,240 pupils, exclusive of those taking teacher-training and foremanship courses. This enrollment was distributed among 18 schools offering agriculture; 12 evening schools offering 44 courses along industrial lines; 3 part-time schools; 1 trade school; and 8 schools with vocational home economics courses.

A co-operative arrangement with the University of Maryland permits of using the heads of the teacher-training departments of agriculture and home economics for the supervision of these subjects in the high schools of the State.

Previously, the State appropriation was sufficient for administrative purposes only. The last legislature, however, increased the annual appropriation for vocational education by \$10,000, thus making the total for this purpose \$15,000 a year. This larger fund will enable the State Department of Education to lend greater financial encouragement to the work than has hitherto been possible. The county boards may now be offered a State as well as a Federal subsidy.

In Maryland, the growth of vocational work, since its inauguration in 1917, has been gradual, but uninterrupted. In 1921-22, the total expenditure for salaries of vocational teachers in the counties and Baltimore City was \$90,794.47, an increase over the previous year of nearly \$12,000, or 15 per cent. This work is, of course, entirely optional with the counties. It is rather significant, therefore, that in 1920-1921, each of eight counties, or one third of the counties of the State, expended for salaries of all their teachers approximately the same amount as the vocational teachers of the whole State were paid. The amount of salary expenditures for vocational education in the year 1921-1922 was greater than the entire disbursements for public education in each of three counties during 1921.

A considerable part of the money spent for vocational education in Maryland comes from without the State. Of the total amount expended in 1921-22, nearly one half—\$40,969.10—was allotted to the State under the Federal Vocational Education Act (Smith-Hughes Act). These appropriations will increase gradually up to the year 1926, when, and annually thereafter, the allotment to Maryland will be \$96,052.46. The following table shows the total annual appropriations from the Federal Government, and the distribution of them for the several kinds of work. (Table A.)

TABLE A—FEDERAL ALLOTMENT TO THE STATE OF MARYLAND
FOR VOCATIONAL EDUCATION UNDER THE
SMITH-HUGHES ACT

Year	Total	Agriculture	Industry and Home Economics	Teacher Training
1921-1922	\$54,911.47	\$16,931.89	\$24,209.09	\$13,770.49
1922-1923	61,768.31	19,753.88	28,243.94	13,770.49
1923-1924	68,625.14	22,575.86	32,278.79	13,770.49
1924-1925	82,338.79	28,219.82	40,348.48	13,770.49
1925-1926 and annually thereafter..	96,052.46	33,863.79	48,418.18	13,770.49

In order to develop a well-rounded program of vocational education, certain portions of the fund available are allotted for specific purposes. This restriction is intended as a safeguard, to insure a reasonable development in the several lines of work, and to discourage a one-sided program. The regulations prevent, for example, the placing of the entire emphasis on trade schools of the all-day type, to the exclusion of continuation schools. One third of the trade and industrial fund is designated for part-time instruction, and can be used for no other purpose. A maximum of 20 per cent. of this same fund may be used for home economics, though this is not mandatory.

Of the total amount which may be received from Federal resources when the fund reaches its maximum, about 50 per cent. is allotted to industrial education and home economics; 34 per cent. to agriculture, and 16 per cent. to teacher-training. For the year 1922-23, Maryland will receive \$61,768.31, of which \$19,753.88 will go to agriculture, \$28,243.94 to industrial work, and \$13,770.49 to the training of teachers for the three kinds of instruction. The following table shows in further detail the maximum and minimum allotments for the industrial and teacher training work.

TABLE B

Agriculture in Secondary Schools.....	\$19,753.88
Industrial Fund.....	\$28,243.94
Maximum for Day and Evening Industrial Classes.....	\$13,180.51
Minimum for Part-time Industrial Instruction (33 1-3%).....	9,414.65
Maximum for Home Economics Instruction (20%).....	5,648.78
Teacher Training Fund.....	\$13,770.49
For Supervision and Teacher Training:	
Agriculture Minimum (20%)	\$2,754.10; Maximum (60%) \$8,262.29
Industrial Education Minimum (20%)	2,754.10; Maximum (60%) 8,262.29
Home Economics Minimum (20%)	2,754.10; Maximum (60%) 8,262.29
Supervision, Maximum for any one (15%).....	2,065.57
Total Fund	\$61,768.31

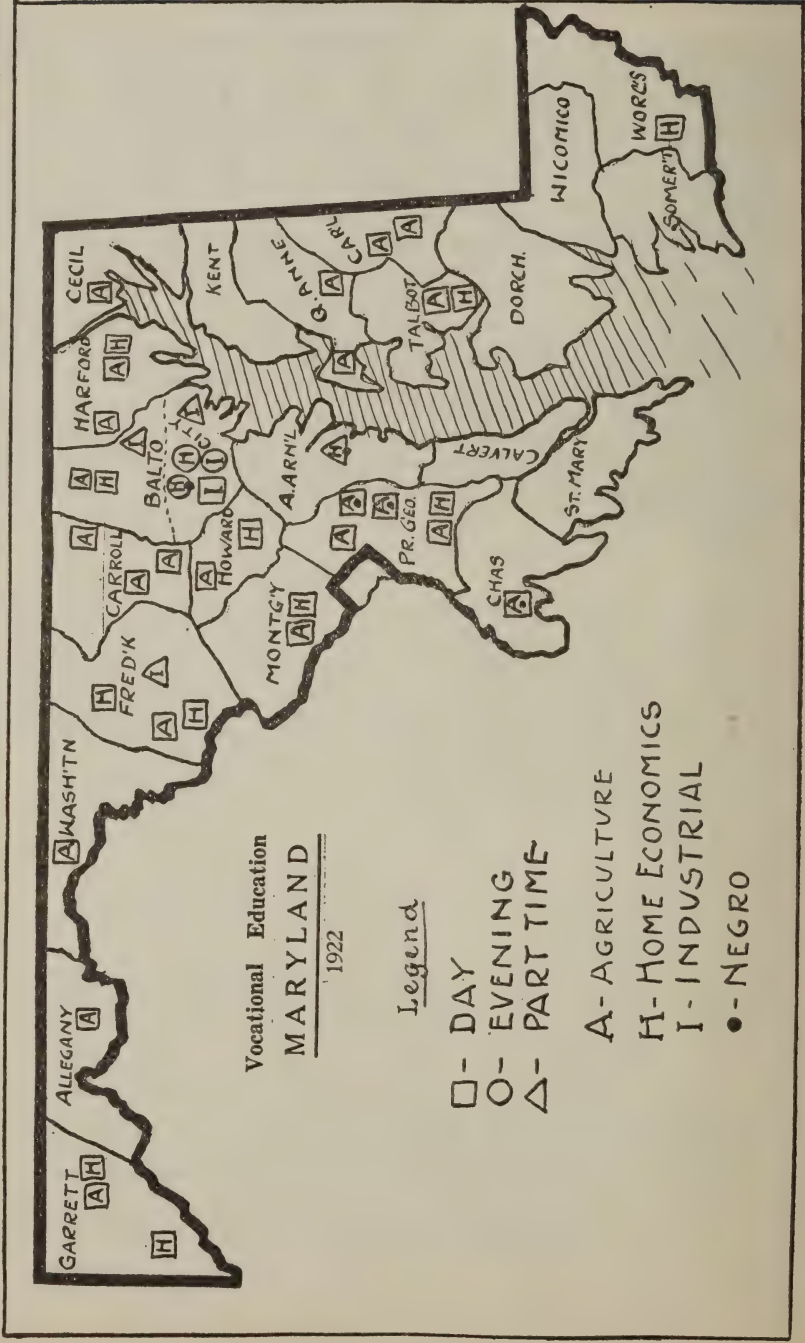
THE WORK IN MARYLAND

During the year 2,240 pupils in Maryland received vocational instruction. This is the equivalent of approximately one sixth of the entire high school enrollment of the State, outside of Baltimore City. The number of pupils reached is rather encouraging, when it is recalled that such work has been in operation in the State for only five years.

Of the counties, Baltimore County made the largest expenditures, while Baltimore City had the most varied program. All but six counties in the State are participating, to a greater or less extent, in vocational education. The Eastern Shore has made a very substantial beginning along this line, and in some sections the work has become quite popular. By the close of 1921-22, three counties which had not previously offered vocational work—Cecil, Queen Anne's, and Talbot—had made arrangements for providing vocational agricultural work in 1922-23. This work is now in operation. All the counties on the Western Shore, except Calvert and St. Mary's, give vocational training.

All the types of instruction which have developed in the national program, except that of industrial rehabilitation, are now in operation in Maryland.

CHART SS
LOCATION OF SCHOOLS HAVING VOCATIONAL DEPARTMENTS, BY COUNTIES, YEAR ENDED JULY 31, 1922



The following table accounts for expenditures on salaries only, and shows to what extent the various centers have, during the year, taken advantage of the work.

TABLE C—TOTAL EXPENDITURES BY COUNTIES OR INSTITUTIONS, 1921-1922

CENTERS	Local	Federal	Total Vocational Salaries
Baltimore City.....	\$19,362.42	\$11,938.58	\$31,301.00
University of Maryland.....	7,625.09	7,625.09	15,250.18
State Department of Education.....	4,436.87	3,032.53	7,469.40
Baltimore County.....	3,496.06	3,496.06	6,992.12
Frederick County.....	1,904.03	1,875.97	3,780.00
Prince George's County.....	1,863.34	1,863.34	3,726.68
Harford County.....	1,657.51	1,657.49	3,315.00
Carroll County.....	1,637.50	1,637.50	3,275.00
Garrett County.....	1,291.48	1,291.48	2,582.96
Howard County.....	1,057.16	1,057.16	2,114.32
Montgomery County.....	1,045.33	1,045.33	2,090.66
Worcester County.....	1,040.00	1,039.99	2,079.99
Allegany County.....	1,008.00	1,008.00	2,016.00
Washington County.....	883.33	883.33	1,766.66
Caroline County.....	825.00	825.00	1,650.00
Bowie State Normal School.....	304.00	304.00	608.00
Charles County.....	250.00	250.00	500.00
Anne Arundel County.....	138.25	138.25	276.50
St. Mary's County.....	.....	.....	.....
Wicomico County.....	.....	.....	.....
Calvert County.....	.....	.....	.....
Cecil County*.....	.....	.....	.....
Dorchester County.....	.....	.....	.....
Kent County.....	.....	.....	.....
Queen Anne's County*.....	.....	.....	.....
Somerset County.....	.....	.....	.....
Talbot County*.....	.....	.....	.....
Total	\$49,825.37	\$40,969.10	\$90,794.47

*Note: Vocational instruction has been inaugurated for 1922-23.

The distribution of this total of \$90,794.47 among the different types of instruction is almost uniform. While \$55,000 was available from Federal funds, only \$41,000 was expended. This was due to the restrictions relative to part-time work, which the county superintendents and Baltimore City have not seen fit to utilize to any great extent. A portion of the agricultural fund was also unexpended, because of the fact that local superintendents failed to include in their budgets items to match this fund. Several of the counties not now participating in the agricultural fund would have done so, except for the difficulty of providing local funds without handicapping the work in general education.

The distribution as to type of instruction, as well as the sources of the funds, is shown in the following table.

TABLE D—SOURCES AND EXPENDITURES OF VOCATIONAL FUNDS IN MARYLAND FOR 1921-22

Type of Instruction	Federal Allotment	EXPENDITURES		
		From Local and State Funds	From Federal Funds	Total
Agriculture	\$16,931.89	\$11,603.86	\$11,603.84	\$23,207.70
Industrial Schools:				
Day and Evening.....	11,297.58	13,815.92	11,297.58	25,113.50
Part-time	8,069.70	2,568.25	2,568.25	5,136.50
Vocational Home Economics.....	4,841.81	9,775.37	4,841.81	14,617.18
Teacher Training and Supervision				
of Agriculture.....	4,590.16	3,365.92	3,283.63	6,649.55
of Industrial Work.....	4,590.17	5,267.53	3,945.47	9,213.00
of Home Economics.....	4,590.16	3,428.52	3,428.52	6,857.04
Totals	\$54,911.47	\$49,825.37	\$40,969.10	\$90,794.47

TYPES OF SCHOOLS

In addition to the various types of instruction, such as agriculture, home economics, and industrial education, the Maryland State plan, as submitted to the Federal Board, provides for different types of schools in any of the above subjects. These types are the all-day, evening, part-time, and teacher-training schools. Naturally the day school has received most consideration. This is due to the fact that school administrators are in the habit of thinking of schools as of the day type. In a vocational program, however, this is not the logical thing. Evening schools and schools of the continuation type, for persons who have entered employment, should be emphasized to a greater extent in Maryland than heretofore. The use of each of these types of school in Maryland during 1921-22 is indicated in the following table. (Table E.)

While the amount spent for teacher-training seems large, it must be borne in mind that this sum covers three lines of work and includes also the supervision expenses for each of the three kinds—agriculture, home economics, and industrial training.

TABLE E—DISTRIBUTION OF EXPENDITURES BY SUBJECTS AND TYPES OF SCHOOLS FOR 1921-22

Type of School	Agriculture		Industry		Home Economics		Total
	Local	Federal	Local	Federal	Local	Federal	
Day Schools	\$11,603.86	\$11,603.84	\$11,081.17	\$3,562.83	\$4,868.87	\$4,840.81	\$52,561.38
Evening Schools	.....	.....	2,734.75	2,734.75	4,906.50	1.00	10,377.00
Part-time Schools	.....	.....	2,568.25	2,568.25	.....	.....	5,136.50
Teacher Training and Supervision	3,365.92	3,283.63	5,267.53	3,945.47	3,428.52	3,428.52	22,719.59
Totals	\$14,969.78	\$14,887.47	\$21,651.70	\$17,811.30	\$13,203.89	\$8,270.33	\$90,794.47

VOCATIONAL AGRICULTURE

The number of departments of vocational agriculture has remained approximately the same as during the previous year, though the schools are not exactly the same. Some have been dropped from the list of schools giving approved courses in vocational agriculture, because of failure to meet the proper standards, and some new schools have been added. The enrollment has increased 14 per cent, registering 394 pupils. The total salary expenditure was \$23,207.70 of which one half, or \$11,603.84, was returned to the county boards in the form of reimbursements.

The quality of instruction and the quality of equipment have been improved. In several cases new laboratory facilities have been provided. Job analyses and the job method of approach were emphasized, together with the requirement of project records and cost accounts as a preparation for job management in farming.

Publications included 31 form letters or special circulars to teachers on such subjects as "Yearly Outline of Work by Jobs," "Farm Enterprise Analyses," "Equipment Lists," etc.

Although no exact data on the service rendered by agricultural teachers to their respective communities are available, the teachers took part in grange work, community fairs, parent teacher associations, agricultural societies, and horticultural and livestock exhibits.

Below is a list of the schools having agricultural departments in 1921-22, together with the expenditures for salaries, and the enrollment.

TABLE F—VOCATIONAL AGRICULTURE—EXPENDITURES FOR SALARIES BY INDIVIDUAL SCHOOLS, 1921-22

School	County	Enroll- ment	Local Funds	Federal Funds	Expenditures for Salaries	
					Total	Per Pupil
WHITE						
Baden—Prince George's.....		18	\$525.00	\$525.00	\$1,050.00	\$58.40
Clarksville—Howard		17	607.16	607.16	1,214.32	71.38
Clearspring—Washington		20	883.33	883.33	1,766.66	88.33
Flintstone—Allegany		33	1,008.00	1,008.00	2,016.00	61.10
Gaithersburg—Montgomery		20	612.00	612.00	1,224.00	60.20
Grantsville—Garrett		12	499.97	499.96	999.93	83.33
Hampstead—Carroll		24	450.00	450.00	900.00	37.50
Highland (Street)—Harford.....		47	1,050.00	1,050.00	2,100.00	44.70
Hyattsville—Prince George's.....		32	700.00	700.00	1,400.00	43.75
Jarrettsville—Harford		29	607.49	607.49	1,214.98	41.18
Middletown—Frederick		31	1,050.00	1,050.00	2,100.00	67.70
Mt. Airy—Carroll.....		16	787.50	787.50	1,575.00	98.50
Ridgely—Caroline		20	825.00	825.00	1,650.00	82.50
Sparks—Baltimore		16	931.07	931.06	1,862.13	116.40
Westminster—Carroll		28	400.00	400.00	800.00	28.58
Total White.....		363	\$10,936.52	\$10,936.50	\$21,813.02	\$60.20
COLORED						
Pomomkey—Charles		12	\$250.00	\$250.00	\$500.00	\$41.67
Bowie Normal—Prince George's....		15	304.00	304.00	608.00	40.55
Upper Marlboro—Prince George's..		4	113.34	113.34	226.68	56.67
Total Colored.....		31	\$667.34	\$667.34	\$1,334.68	\$43.00
Grand Total.....		394	\$11,603.86	\$11,603.84	\$23,207.70	\$58.90

The percentage of high school pupils in the various counties taking vocational agriculture is indicated in a graphic chart and a table on pages 17 and 19 of the high school report. In the counties which offer instruction of this type the percentage varies from 23.5 in Carroll, to 3.7 in Washington county.

THE HOME PROJECT, OR SUPERVISED PRACTICE, IN AGRICULTURE

The farm or home plant is the outside laboratory of the pupil taking vocational agriculture. Each pupil is required to carry to completion an outside project of a practical nature, and to keep cost accounts and labor expenditures in connection with it. This home project is often small, and, from the standpoint of the adult, insignificant; but it must be remembered that it is the largest business enterprise the pupil has ever undertaken on his own responsibility; hence it is educational if properly guided. The size and importance of the projects has increased. Formerly, a single unit of a farm enterprise was considered. In many cases, the pupil now undertakes the whole farm enterprise. The crop production projects have increased from one acre to several acres, and the animal husbandry projects from a single specimen to a whole herd. Many pupils are also carrying over both crop and animal projects from year to year, so that after raising the crops, livestock is provided to utilize them, and a double profit is thus made possible.

The project records brought to a close during 1922 (the projects for the year 1920-21) show, for the white schools, an average profit of \$60.88 per pupil. The profit for the State was \$10,210.41, or about twice the amount of the year before.

The largest returns were shown by the pupils of Baden High School, with a labor income of \$1,520.01, or an average of \$108.57 per pupil. The smallest returns were reported by Sparks High School, with a pupil average of \$9.51. This small profit is accounted for by the fact that the school had recently changed teachers, and no teacher had, for two summers, been on the job to supervise summer work.

Some significance may be attached to the fact that while approximately \$23,000 was expended for salaries of agricultural teachers, only \$12,000 came from State and local funds, and the pupils' projects, a side-line enterprise, actually brought on the market over \$10,000 cash. Of course, however, it was the instruction, as in other lines of education, that was of most importance.

The tables following indicate the nature of these projects and their cost of production: (Tables G and H.)

TABLE G—RELATION OF COST OF INSTRUCTION TO FINANCIAL
INCOME FROM PUPILS' PROJECTS

(WHITE SCHOOLS)

(1920-21—Completed in 1922)

SCHOOLS	Teacher's Salary for Vocational Time (only)	Total Profits from Pupils' Projects	Average Profits per Pupil from Projects
Baden	\$1,400.00	\$1,520.01	\$108.57
Highland (Street)	2,000.00	2,734.82	105.19
Hampstead	1,800.00	963.99	73.31
Clearspring	1,800.00	668.30	66.83
Clarksville	*935.00	422.19	60.31
Westminster	*1,250.00	465.07	58.13
Middletown	2,100.00	1,203.20	57.29
Gaithersburg	*1,020.00	759.90	44.70
Mt. Airy	1,800.00	372.36	41.37
Flintstone	1,884.00	314.74	34.97
Jarrettsville	*1,170.00	532.31	31.24
Hyattsville	1,400.00	234.50	21.32
Sparks	*2,057.12	19.02	9.51
Total	\$20,616.12	\$10,210.41	\$60.88

*Note—For the part of time devoted to agriculture.

TABLE H—SUMMARY OF AGRICULTURAL PROJECTS FOR THE YEAR 1920-21
(MARKETED DURING THE YEAR 1922)

Name of Project	Pupils Enrolled	Pupils who Completed Project	Total Scope	Total Charges	Total Credits	PUPILS' PROJECT INCOME		
						Net Profits	Paid Self for Labor	Total
WHITE SCHOOLS								
Poultry	77	63	2,858 head	\$1,834.08	\$6,441.20	\$3,517.22	\$1,089.90	\$4,607.12
Swine	64	56	214 head	3,516.72	6,541.92	2,097.84	927.36	3,025.20
Potatoes	13	11	3.4 acres	129.91	518.76	319.33	69.52	388.85
Tobacco	9	9	7.5 acres	355.32	1,660.50	1,121.22	183.96	1,305.18
Dairy	13	5	6 head	323.75	807.05	403.50	79.80	483.30
Calf	7	5	5 head	117.35	183.00	—	85.60	65.65
Bees	6	5	6 hives	19.65	35.50	—	18.40	15.85
Corn	4	3	3.3 acres	46.02	144.00	76.38	21.60	97.98
Garden	4	3	1.1 acres	32.28	129.24	50.94	46.02	96.96
Sheep	1	1	6 head	39.30	88.00	12.50	36.20	48.70
Wheat	1	1	4 acres	42.00	81.00	36.60	2.40	39.00
Strawberries	1	1	1/4 acres	8.52	60.00	31.48	20.00	51.48
Rabbits	1	1	3 br. stock	7.64	25.75	31	17.80	18.11
Beef	1	1	8 steers	891.68	703.92	—	11.56	—
Totals	202	165		\$7,364.22	\$17,419.84	\$7,445.50	\$2,610.12	\$10,055.62
COLORED SCHOOLS								
Swine	10	7	14 head	\$182.21	\$276.00	—	\$276.90	\$93.79
Poultry	8	4	57 hens	147.32	219.10	—	87.00	71.78
Garden	3	3	5/8 acres	27.77	93.00	—	130.00	65.23
Totals	21	14		\$357.30	\$588.10	—	\$493.90	\$230.80

White—Three non-productive management projects not included. Labor quoted at 20 cents per hour.
Colored—Labor quoted at 15 cents per hour.

VOCATIONAL HOME ECONOMICS

The salary expenditures in vocational home economics for 1921-22 were \$14,617.18. A total of 1,088 pupils enrolled in the several types of work offered.

In the City of Baltimore, eight schools conducted evening instruction in home economics. These classes had an enrollment of 772 pupils, with a teaching staff of 28.

In seven different counties of the State, eight schools gave home economics on the day-school classification, with an enrollment of 316. The salaries of the day-school home economics teachers amounted to \$9,709.68, of which \$4,840.81 was reimbursed from Federal funds. On account of the small amount of Federal funds chargeable to home economics, practically no reimbursement was possible for the evening schools in this subject. The expenditures locally, however, amounted to \$4,907.50. The following table indicates the schools, the enrollment, and the expenditures in vocational home economics for the year 1921-22.

TABLE J—HOME ECONOMICS—EXPENDITURES BY SCHOOLS—1921-22

School	County	Enroll- ment	Local Funds	Federal Funds	Vocational Salaries	
					Total	Per Capita
Baden High—Prince George's.....		40	\$525.00	\$525.00	\$1,050.00	\$26.25
Brunswick High—Frederick.....		53	404.03	375.97	780.00	14.73
Ellicott City High—Howard.....		23	450.00	450.00	900.00	39.15
Gaithersburg High—Montgomery.....		19	433.33	433.33	866.66	45.60
Middletown High—Frederick.....		24	450.00	450.00	900.00	37.50
Oakland High—Garrett.....		73	791.52	791.52	1,583.04	21.66
Pocomoke High—Worcester.....		61	1,039.99	1,039.99	2,079.98	34.18
Sparks High—Baltimore.....		23	775.00	775.00	1,550.00	67.40
Total, Day.....		316	\$4,868.87	\$4,840.81	\$9,709.68	\$30.73
Baltimore City, Evening:						
Western High.....		100				
Eastern High.....		308				
No. 9.....		47				
No. 76.....		26				
No. 6.....		34				
No. 46.....		25				
No. 112.....		84				
Colored High.....		148				
Total, Evening.....		772	4,906.50	1.00	4,907.50	6.36
Totals.....		1,088	\$9,775.37	\$4,841.81	\$14,617.18	\$13.45

On pages 19 and 17 of the high school report will be found a table and graphic chart showing by counties the percentage of pupils taking vocational home economics. In the counties offering the work, this percentage varies from 37 per cent. in Garrett, to 3 per cent. in Baltimore county.

TABLE K—INDUSTRIAL SCHOOLS—EXPENDITURES—1921-22

SCHOOLS	En- roll- ment	Local Funds	Federal Funds	Vocational Salaries	
				Total	Per Pupil
a. DAY SCHOOLS, BALTIMORE CITY					
<i>Carroll Vocational:</i>					
Pattern making.....	27				
Printing	37				
Auto mechanics.....	42				
Machinists	35				
Electricians	40				
Total	181	\$11,081.17	\$8,562.83	\$19,644.00	\$108.53
b. EVENING SCHOOLS, BALTIMORE CITY					
<i>Polytechnic Institute:</i>					
Inside wiring.....	18				
Elementary electricity.....	36				
D. C. motors.....	27				
A. C. motors.....	22				
Experimental electricity.....	16				
Practical electricity.....	33				
Elementary mechanical drawing.	20				
Intermediate mechanical drawing	21				
Advanced mechanical drawing...	19				
Architectural drawing.....	33				
Power-house engineering.....	18				
Machine shop.....	15				
<i>City College:</i>					
Industrial Chemistry.....	13				
<i>Carroll Vocational:</i>					
Sheet metal.....	20				
Storage batteries.....	19				
Machine shop, 1.....	19				
Machine shop, 2.....	16				
Printing	14				
Auto repair, 1.....	48				
Auto repair, 2.....	16				
<i>Etting Street:</i>					
Auto repair.....	16				
Total	459	\$2,734.75	\$2,734.75	\$5,469.50	\$11.91
c. PART-TIME SCHOOLS					
Curtis Bay Continuation.....	75	\$640.00	\$640.00	\$1,280.00	
Sparrows Point High.....	24	1,790.00	1,790.00	3,580.00	
Stanton--Annapolis (Colored)..	19	138.25	138.25	276.50	
Total	118	\$2,568.25	\$2,568.25	\$5,136.50	\$43.53
Grand total.....	758	\$16,384.17	\$13,865.83	\$30,250.00	

INDUSTRIAL EDUCATION

In 1921-22, 758 pupils took advantage of the various courses offered in the field of industrial education. The expenditures for instruction amounted to \$30,250, of which \$16,384.17 was furnished through local sources, and \$13,865.83 through Federal.

Additional part-time work was begun through the establishment of a continuation school at Curtis Bay.

Two experiments were tried out in connection with foreman-training classes. One group consisted of foremen from a single plant. Each day for about three weeks the company excused the men for half a day on company time. The other group was made up of foremen from 14 different plants, and meetings were held twice a week, in evening sessions, throughout the school year.

Thirty-one men were enrolled in the teacher-training course conducted at Baltimore as an extension center.

Details of the various courses outside of foreman-training and teacher-training are suggested in Table K.

FIELDS FOR VOCATIONAL TRAINING IN MARYLAND

Each community should, after a preliminary survey as to opportunities, suit the program of vocational training to its own needs. For example, a county having large interests and a considerable number of persons engaged in mining occupations should meet the need of these workers by furnishing practical and technical instruction in evening, part-time, or other types of schools. The same applies to textiles, agriculture, and other forms of occupation, wherever found in sufficient amount to justify special consideration.

A general idea of the fields for training in Maryland may be had from the following study of the occupations, as compiled from the United States Census report.

CENSUS OCCUPATIONS

In the 1920 census, over 600,000 persons in Maryland were reported as engaged in gainful occupations. Who are the gainfully occupied?

1. Employers.
2. Professional and other persons working on their own account.
3. Employees working for salaries or wages or their equivalent.

CHART TT
NUMBER AND PER CENT OF WORKERS IN THE MARYLAND POPULATION, 10 YEARS OLD AND OVER, 1920

POPULATION 10 YRS OF AGE & OVER		PER CENT OF POPULATION GAINFULLY EMPLOYED
TOTAL	GAINFULLY OCCUPIED	
TOTAL 1,158,953	603,473	52.1
MALE 582,933	466,255	80.0
FEMALE 576,020	137,218	23.8

In the per cent. of its total population engaged in gainful occupation, Maryland ranks fifteenth among the States, while in per cent, both of male population and of female population working, it ranks eleventh. This means that only ten States have a larger per cent of their male population and of their female population gainfully occupied than Maryland.

Seven eighths of the male population 14 years old or more are working, while slightly more than one fourth of the corresponding female population is reported as gainfully occupied. Women who are working to care for their own families, in their own homes, without wage or salary, are not counted as engaged in gainful occupations. This will account in part for the fact that the number of male workers is three and one third times the number of female workers.

CHART TT-1
NUMBER AND PER CENT OF WORKERS IN THE MARYLAND POPULATION, 14 YEARS OLD AND OVER, 1920

POPULATION 14 YEARS OF AGE AND OVER		PER CENT OF POPULATION 14 YRS. & OVER GAINFULLY OCCUPIED
TOTAL	GAINFULLY OCCUPIED	
TOTAL 1,046,762	601,710	57.4%
MALE 526,521	464,919	88.2%
FEMALE 520,241	136,791	26.3%

Out of every one hundred persons working in Maryland, seventy-seven are men and twenty-three are women.

Which fields of work engage those Marylanders who are gainfully occupied?

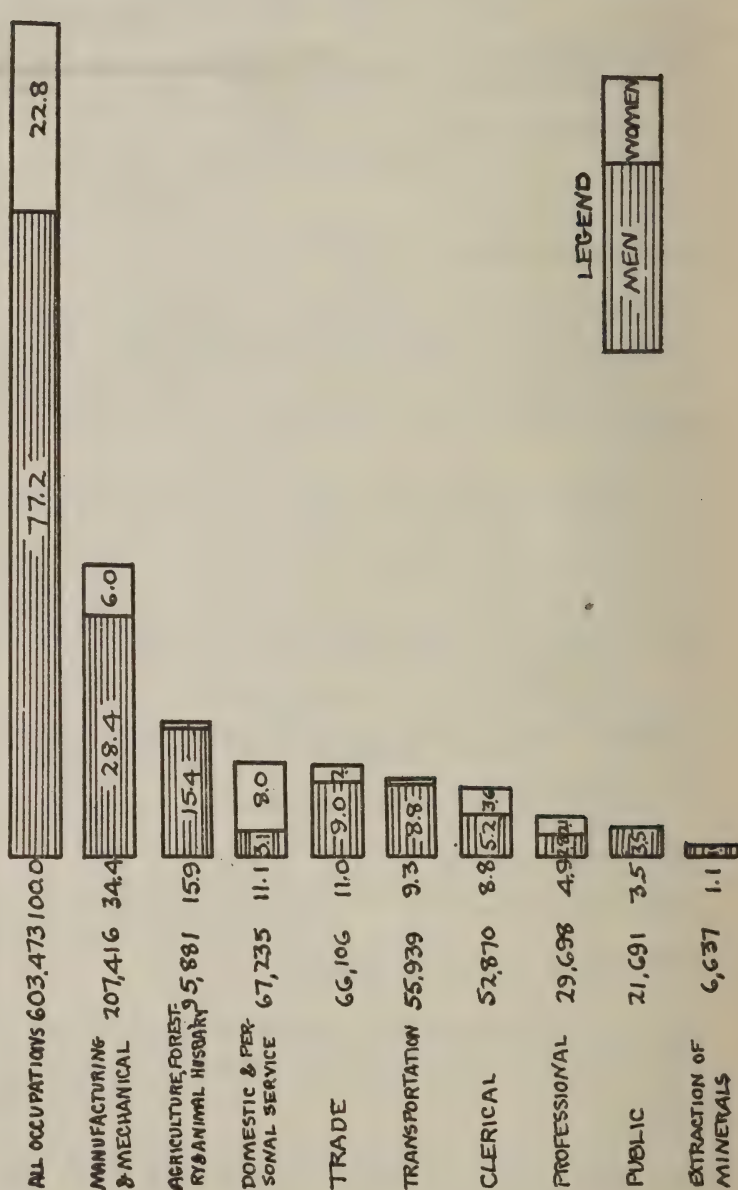
Over one third of all, or more than two hundred thousand workers, are in manufacturing and mechanical industries. The male workers in these industries are as many as 28 per cent. of those of both sexes gainfully occupied, while the number of female workers in those fields is

CHART UU

DISTRIBUTION OF MEN AND WOMEN WORKING IN MARYLAND IN 1920, BY OCCUPATIONS

PER CENT OF TOTAL GAINFULLY OCCUPIED-1920

NUMBER PERCENT 2.0% 4.0 6.0 8.0 10.0



only 6 per cent. of the entire number of men and women working. The majority of the Marylanders working in manufacturing and mechanical industries are probably found in the largest centers of population, where factory work is easily carried on, as in Baltimore and its vicinity, Hagerstown, and Cumberland. Day and evening vocational schools, continuation and part-time classes, are needed to meet the educational needs of this group.

Agriculture, forestry, and animal husbandry claim 96,000 Marylanders, or almost 16 per cent. of all the workers, practically all being of the male sex.

In point of numbers, domestic and personal service, with over 67,000 workers, follows next in importance. Eleven per cent. of all persons reported gainfully employed are in this field. The number of women working in the home in Maryland is equal to 8 per cent. of the workers of both sexes. This, of course, does not include the mothers and daughters who are in charge of their own homes. Home economics courses in the high schools are needed to provide for these important groups.

Trade utilizes almost as many workers in Maryland as domestic and personal service, but four and a half times more men than women are carrying it on. Many of these workers need training in salesmanship.

Transportation is the occupation of 9 per cent. of all the workers in the State. Most of these are of the male sex.

The only other service in which more than 50,000 persons are working is clerical work, in which there are about one and a half times as many men as women.

The remaining workers in Maryland are in professional and public service, and mining.

PHYSICAL EDUCATION

By WILLIAM BURDICK, M.D., *Supervisor of Physical Education*

James Bryce declared that "The prospect of improving the relation of peoples (of counties and city) to one another depends on the possibility of improving human nature. The relation of human beings to each other within the same community determines the relation of the community to others. And the improvement of such relations obviously means the substitution of social for individual motives to action, of higher for lower sanctions, of spiritual for material gains."

Physical education is administered in Maryland in the belief that through the big-muscle activities of play and athletics this desired "good behavior" will be secured by the growing boys and girls in the schools. Health-giving athletics constitutes a part of the State school curriculum, in order that Maryland's coming citizens may, by substituting higher for lower sanctions, lead the nation in improving civic relations. The acquisition of individual strength and skill in directed sports, and the use of these powers for the sake of the school team, are the real way one learns to assume later his responsibilities in the world of men. If the pupils merely acquire habits of self-control and right conduct toward one another during the excitement of a big soccer game, a great gain has been made. These habits, frequently repeated and made routine, will make a happier State. But "no form of conduct, except routine habit, is persistently engaged in unless emotionally reinforced." As McDougall says, "Ideas, as merely intellectual conceptions, have no motive power * * * It is only in so far as the object concerned becomes the object of some sentiment that the conception moves us strongly to feeling and action." Sentiment for the school relay team, or the county volley ball group, habituated during adolescence, finally develops into a true feeling of devotion to the State and her progress.

In *The Group Mind** it is asserted that a State rises to a higher level than an unorganized crowd if the state has continuity, a purpose, interaction with similar groups, traditions, and organization. By comprehending the games they enjoy and their ever-widening group relationships, the boys and girls, through the physical education program, come to understand their state. From the individualistic badge test, transitional running, and throwing missiles, through simple dodge ball, up to soccer, there is a development of a group idea of which each graduate is conscious. He will have learned that there is a plan and purpose behind this part of education, and that physical fitness means one is fit to assume his relations with the rest of society. By means of volley ball games with other high schools of the same county, or of

*McDougall: "The Group Mind," G. P. Putnam & Sons, Publishers.

other counties with different customs, the girl learns her own powers and how to make adjustments. The assembling of the winning volley ball teams from twenty counties as guests of the State Normal School binds them in a way that will carry over into lives of earnest citizenship. Traditions and customs have, in the course of eight years, been established in the county and State athletic meets, and the Public Athletic League is recognized as a real, strong, and inspiring force in developing this group consciousness.

TABLE L
BADGE TEST WINNERS—STATE-WIDE ATHLETICS, 1922
WHITE PUPILS

COUNTY	BOYS			GIRLS			TOTAL	
	Bronze	Silver	Gold	Bronze	Silver	Gold	Boys	Girls
Allegany	178	72	16	235	64	21	266	320
Anne Arundel.....	38	46	5	143	28	18	89	189
Baltimore	266	114	9	439	208	42	389	689
Calvert	21	3	1	23	6	0	25	29
Caroline	80	47	10	163	66	50	137	279
Carroll	40	9	0	139	22	7	49	168
Cecil	51	15	0	91	35	7	66	133
Charles	57	11	0	96	15	4	68	115
Dorchester	81	11	4	98	21	4	96	123
Frederick	224	89	16	283	55	19	329	357
Garrett	36	14	0	31	22	2	50	55
Harford	97	47	8	97	30	10	152	137
Howard	57	13	3	112	25	7	73	144
Kent	46	25	4	84	36	10	75	130
Montgomery	124	34	11	157	44	10	169	211
Prince George's.....	91	41	6	179	59	10	138	248
Queen Anne's.....	65	17	12	146	35	18	94	199
St. Mary's.....	10	0	0	34	5	0	10	39
Somerset	35	20	5	97	22	9	60	128
Talbot	57	20	18	100	32	9	95	141
Washington	132	44	5	171	33	17	181	221
Wicomico	49	19	8	132	15	2	76	149
Worcester	41	21	11	51	18	7	73	76
All Counties.....	1,876	732	152	3,101	896	283	2,760	4,280

ATHLETIC BADGE TEST

Boys			
	<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
Standing Broad Jump..	5 ft. 9 in.	6 ft. 6 in.	.....
Running High Jump....	.....	.....	4 ft. 4 in.
Chinning the Bar.....	4 times	6 times	9 times
Running: 60 Yards....	9 secs.	.....	.....
100 Yards....	.....	13 2-5 secs.	.....
220 Yards....	.....	.....	28 secs.
Girls			
	<i>Bronze</i>	<i>Silver</i>	<i>Gold</i>
Balance Bean	Walk 24 ft.	Walk 18 ft.*	.....
Volley Ball Service....	.....	.....	8 times
Leg Raising	10 times	.....	.....
Leg Adduction .....	.....	2 times	.....
Trunk Raising .....	.....	.....	12 times
Far Throw Ball.....	25 ft.	35 ft.	.....
Round Arm Ball Throw.	.....	.....	55 ft.

*With deep knee bend.

BADGE TESTS

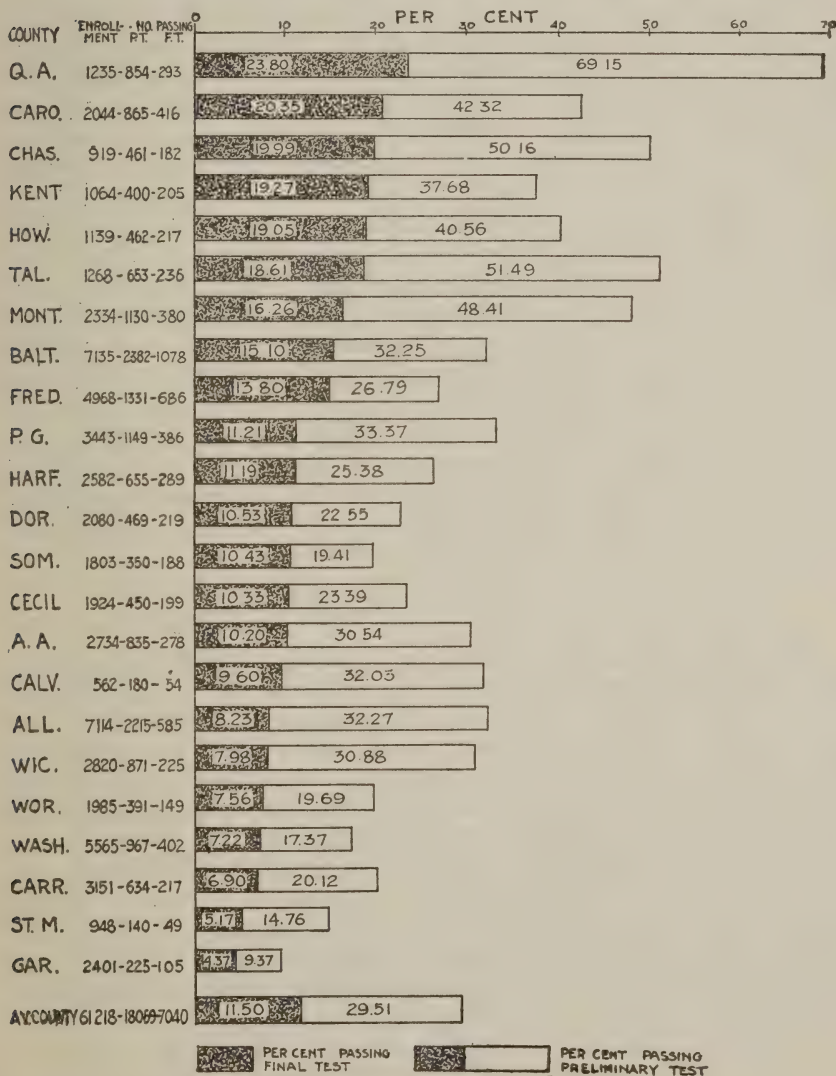
The badge tests continue to arouse interest as well as lead the children to greater activity. Pupils in Anne Arundel, Baltimore, and Howard counties try for buttons at the indoor meets, as well as at field days. Badges were won by 7,040 white* and 2,579 colored boys and girls, while 18,069 white and 6,497 colored boys and girls passed successfully at least one of the three events. Queen Anne's County showed the greatest number passing tests in proportion to school population. "Physical Ability" certificates indicating ability to make 50 per cent. in all-round athletics were won by eighteen boys and fifty-one girls who had previously won gold badges. As a recognition of this, it is recommended that a dated bar be attached to the gold buttons for each year that the new "Physical Ability" certificate is won.

* See Chart VV, page 75, and table L, page 73.

CHART VV

PER CENT OF WHITE ENROLLMENT, OCTOBER, 1921, WHO PASSED
PRELIMINARIES AND FINALS OF THE ATHLETIC BADGE
TEST BY COUNTIES, YEAR ENDED JULY 31, 1922

PER CENT PASSING PRELIMINARY AND FINAL TESTS OF
ATHLETIC BADGE TESTS, 1922. BASED ON ENROLLMENT
(BOYS & GIRLS) OF OCTOBER, 1921, 4TH. GRADE TO IX YR. H.S. INCLUSIVE



FIELD DAYS IN THE COUNTIES

Every county held a field day, which is now nearly everywhere a *gala* day. The program of badge tests, games, and athletics fills the day, and fathers and mothers are bringing their children and enjoying a real community get-together. Many towns have from three to five times their population as visitors. Out of these eventful days are arising local athletic meets, where the high schools conduct similar events for the neighboring elementary schools, as at Catonsville, Franklin, Gaithersburg, Sparrows Point, and Towson. Allegany county brought twenty of its rural schools to Cumberland for a meet of their own. Prince George's people were welcomed at the athletic field of the University of Maryland. Caroline's method of rotating the place, following the example of Worcester, has aroused the people of several towns to put in running tracks and game fields. Brunswick has two playgrounds, and many places are planning real play spaces. Out of a two-room athletic club, cramped and almost hopeless, has arisen the use of a ten thousand dollar town athletic club at Garrison. The Catonsville people co-operated with the Baltimore County School Board in the purchase of the Country Club, and have under way a worthwhile community work. At Hagerstown "Community Service," the outgrowth of the War Camp Community Service, helped prepare the boys and girls for the badge tests, and aided in the State program. Baltimore, Frederick, and Queen Anne's counties had "leaders" teach the rural children, and showed marked results in increased attendance of the small schools at the field day events. The events for colored schools were described in Mr. Huffington's report.

STATE-WIDE MEET

The eighth annual championships were held at Homewood Athletic Field, Johns Hopkins University, and were won by the participants from Baltimore city. These boys, representing 41 per cent. of the children, scored only 17 per cent. of the total points. The Frederick High School Band furnished music, while the Varsity Club of the University again entertained all of the visitors at luncheon. Each county group was entertained by a Parent-Teacher Association of some Baltimore public school, and by the Te-Pa-Chi Club of Towson Normal School. Miss Tall, the principal, and volunteer graduates entertained all of the girls belonging to the volley ball teams. (See picture of these girls at the Normal School.) Allegany County boys and girls won the championship for the State in dodge ball and volley ball, respectively.

TABLE M
SUMMARY OF TEAMS ENTERED IN STATE-WIDE ATHLETICS, 1922
WHITE PUPILS

COUNTY	DODGE BALL			End Ball	Captain Ball	Volley Ball	Speed Ball	Soccer	Total Teams
	Girls	Boys	Mixed						
Allegany	20	21	18	2	3	6	3	5	78
Anne Arundel.....	9	10	2	3	0	2	4	2	32
Baltimore County.....	18	34	9	5	4	6	15	6	97
Calvert	3	2	7	0	0	3	2	3	20
Caroline	5	7	7	3	2	4	3	5	36
Carroll	10	8	3	1	3	2	0	9	36
Cecil	7	7	5	3	0	5	0	3	30
Charles	9	11	11	2	1	2	2	2	40
Dorchester	6	7	1	3	0	3	1	3	24
Frederick	9	14	7	3	3	7	2	8	53
Garrett	6	5	3	0	0	3	2	4	23
Harford	7	9	1	4	2	4	3	5	35
Howard	6	5	11	0	0	3	2	2	29
Kent	7	8	0	3	0	3	1	3	25
Montgomery	17	19	17	4	3	5	5	4	74
Prince George's.....	8	14	3	1	0	7	2	6	41
Queen Anne's.....	7	10	19	3	2	4	2	4	51
St. Mary's.....	6	7	7	0	0	1	0	0	21
Somerset	6	7	2	4	2	2	0	2	25
Talbot	6	8	8	6	1	5	0	5	39
Washington	7	6	0	2	3	8	0	5	31
Wicomico	6	8	8	3	1	5	2	3	36
Worcester	5	4	0	6	3	4	3	4	29
All Counties, 1922..	190	231	149	61	33	94	54	93	905
All Counties, 1921..	192	236	126	52	42	74	4	84	810
Per Cent. of Increase..	*1.0	*2.1	18.3	17.3	*21.4	27.0	1250	10.7	11.7
Baltimore City, 1922.....	56	66	0	0	0	2	0	0	124
Baltimore City, 1921.....	34	31	0	0	0	2	0	0	67
Per Cent. of Increase..	64.8	112.9	0	0	0	0	0	0	85.1

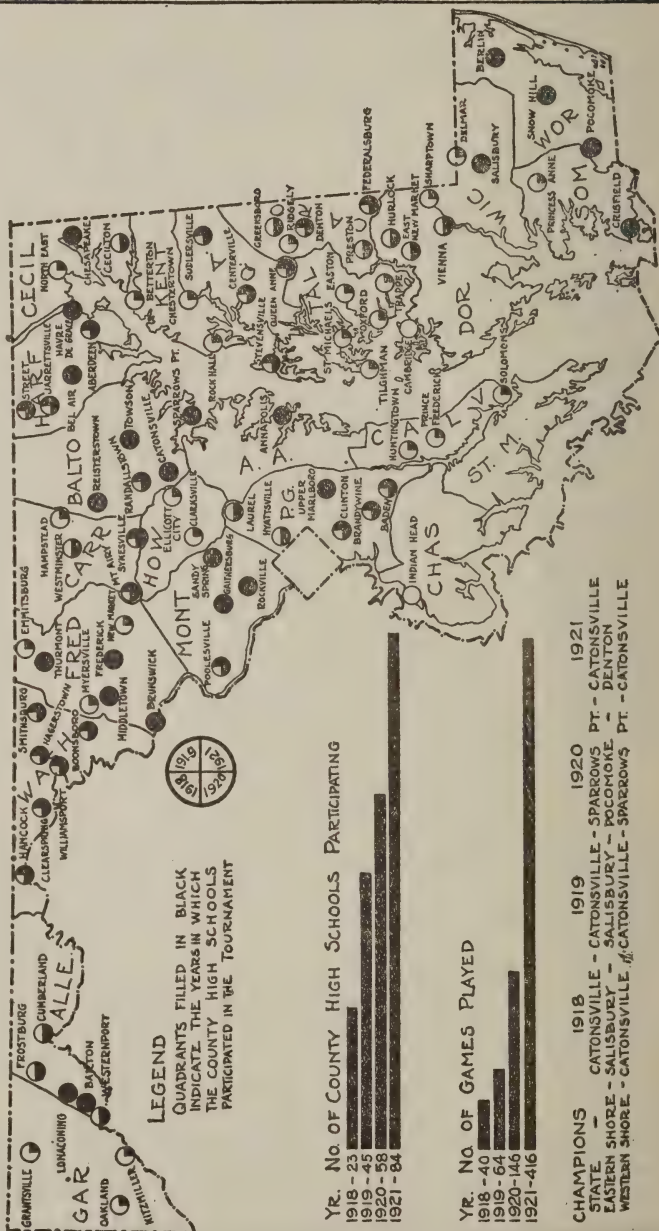
*Per cent of decrease.

TEAM GAMES PLAYED

During the year 15,181 white boys and girls played on 1,029 organized teams (Table M), and an additional 4,444 participated in "group athletics" in Baltimore, Howard, and Anne Arundel counties. The new game of speed ball—a variation of indoor baseball, in which only four batters come to the plate in an inning—attracted fifty-four teams. The small decrease in the number of boys' and girls' dodge ball teams in

CHART WW
LOCATION OF COUNTY HIGH SCHOOLS PARTICIPATING IN STATE-
WIDE SOCCER TOURNAMENT, 1918-1921

PUBLIC ATHLETIC LEAGUE - CHILDREN'S PLAYGROUND ASSOCIATION
STATE-WIDE SOCCER TOURNAMENT FOR COUNTY HIGH SCHOOLS - 1918-1919 - 1920 - 1921



the counties is accounted for by the increase in the number of mixed dodge ball teams in rural sections. All other games show an increase in the number of teams, with the exception of captain ball, which has not the motivation of volley ball. The Allegany County basket ball tournaments for boys and girls were conducted by official referees of the P. A. L.

SOCCER

Soccer may now be claimed as the fall game for high school boys. Starting in 1915, as a substitute for football, at the request of Mr. Samuel M. North, then principal of Franklin High School, soccer has practically pushed the latter up into college, where the game properly belongs. Ninety-three teams, representing 70 per cent. of the high schools, played 416 games in 21 counties. (Map.) All of the counties are represented except St. Mary's, which has no high school, and Charles, which has only two. In order to introduce the game into the twenty-one counties, referees and coaches have been sent and their expenses shared. Soon, however, each county should be able to pay for its own games. A big schedule, requiring the whole time of one official during the soccer season, was played in Allegany county. The preliminary intra-country games were so well organized that it was possible to play the final game at the ideal time, before the Christmas holidays. The winning team of the Western Shore—Catonsville, of Baltimore County—won the State championship over Denton, of Caroline County, representing the Eastern Shore.

GIRLS' ATHLETICS

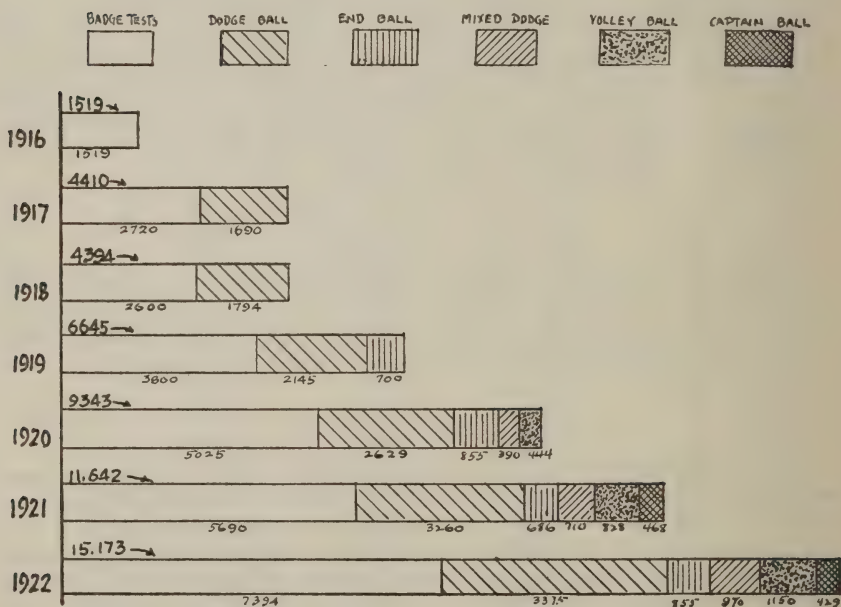
Chart No. XX shows the growth in participation by girls in the types of activity selected by Maryland. A highly advertised athletic meet in New York City, where the events were merely imitations of boys' running and jumping, attracted only 196 competitors.

OTHER ACTIVITIES

Swimming was taught and swimming badge tests were given to boys at Catonsville and at Annapolis, and to boys and girls at Sparrows Point. A study of the ages at which boys learned to swim showed that the country boy at Catonsville tended to learn at the same age, between 10 and 12, as did the city boy at Annapolis. Actual studies of boys and girls taught show that 13 is the most frequent age at which one can swim thirty feet.

Seven counties are buying or assisting the schools to buy balls and supplies for athletics, accepting the principle that such articles are proper materials for instruction. From \$2,689 collected for new and renewed magazine subscriptions and sent through the office of the Public Athletic League, \$591.12 were returned to various schools for

CHART XX

NUMBER OF GIRLS PARTICIPATING IN VARIOUS FORMS OF
ATHLETICS, 1916-1922PLAYGROUND ATHLETIC LEAGUE
COUNTY-WIDE ATHLETICS FOR GIRLSNUMBER PARTICIPATING IN VARIOUS ACTIVITIES
1916-1922

athletic purposes. This device should be used to stimulate the selection of better magazines, thereby improving the English course in our high schools.

TEACHERS' TRAINING

The supervisor has directed the physical education at the normal schools at Towson and at Bowie, and at the summer schools at Towson and at Johns Hopkins University. He co-operated with the University of Maryland's summer school course in secondary school physical education, and at the same school one of his assistants taught the elementary courses in play and recreation. Courses were given also at the Frostburg summer school. Altogether, about six hundred teachers had instruction last year in play and games.

MEDICAL EXAMINATIONS

The medical report states that 4,944 boys and 10,633 girls, a total of 15,577 pupils, were examined in the county schools, and that there were 24,016 defects—8,896 of which were bad teeth, 3,808 diseased tonsils, and 1,342 enlarged adenoids. Letters of congratulation were sent to the parents of 3,875 children free from medical and dental defects. The Public Athletic League co-operated with the Baltimore County Children's Aid Society and the Baltimore County School Board in the nursing work, making possible such an increase in the number of visits that 5,849 were made to 4,928 different individuals. The results of these visits were successful in 64.9 per cent. of the cases. Four clinics were conducted at Texas and Sparrows Point for tonsil and adenoid cases. The mobile dental unit of the Junior Children's Aid Society examined 1,984 mouths, and performed 7,629 pieces of work at fifty-seven schools. The school children in the various chapters of the society financed this excellent piece of work.

The Talbot County Medical Society undertook, with our co-operation, to examine the school children of the county. Only one third were examined, according to records returned to the office. In Charles county, Dr. S. J. Fort used our forms for his work. A co-operative health unit is working at Hagerstown, and plans eventually to study Washington county.

Dr. Helene Doetsch went to all the high schools in the State except those in Montgomery and Prince George's, and examined each girl who was present the day of her visit. Dr. Ella Oppenheimer made the examinations in Montgomery and Prince George's counties. It is believed that these examinations give one of the first cross-sections of the physical conditions of rural girls. Twenty per cent. were free from medical and dental defects. Medical examinations should not only tend to prevent illness, promote physical fitness and point out defects, but should also be the means of furnishing new knowledge, be-

cause of the mass of material observed. An interesting study of the enlargements of the thyroid gland found in the girls of Maryland as compared with the estimated altitudes of the counties confirms the recent suggestion that dwellers in mountainous regions do not obtain from their foods the iodine which is essential to proper growth of the thyroid gland.

In Baltimore County, the nutrition study was continued. The decrease of from 4 to 5 per cent. in pupils under weight 10 per cent. or more, indicates that follow-up work after the examinations is improving the physical condition of the pupils. Nearly 19 per cent. of the boys, and 18.4 per cent. of the girls are still under weight 10 per cent. or more.

TABLE XXI
DISBURSEMENTS*—WHITE HIGH SCHOOLS, YEAR ENDED JULY 31, 1922

COUNTIES	No. of Teachers	Average Attendance	INSTRUCTION					Total	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Grand Total
			Salaries	Textbooks	Materials	Other Costs								
Allegany	67	1,297	\$103,013.24	\$7,908.34	\$4,190.65	\$516.75	\$115,628.98	\$9,502.97	\$5,231.28	\$5,992.29	\$186,355.52	\$154,302.08	20.96	\$290,657.60
Anne Arundel.....	20	355	23,384.96	1,521.34	1,268.12	697.90	26,872.32	2,457.36	574.22	432.72	30,386.62	54,596.70	20.96	30,387.58
Baltimore	56	1,160	108,347.54	3,898.86	3,728.63	821.47	116,786.50	8,828.80	4,270.64	6,976.01	136,861.95	54,596.70	20.96	191,468.65
Calvert	4	103	3,960.00	460.44	61.15	.....	4,481.59	554.34	284.65	.....	5,320.58	2,303.96	.....	7,624.54
Caroline	24.8	333	28,368.18	1,135.00	1,085.23	464.65	31,053.06	2,884.09	1,976.63	1,417.38	36,781.16	577.35	.....	37,308.51
Cecil	44.6	591	58,463.20	1,900.00	350.00	115.34	60,828.54	5,951.83	507.74	324.90	67,613.01	12,492.69	.....	80,105.70
Charles	28	375	34,005.79	443.94	828.77	475.50	35,754.00	1,685.18	577.86	452.00	38,469.04	1,393.05	.....	39,862.09
Chesapeake	4	83	6,245.85	312.54	116.32	.....	6,674.71	674.28	.....	.....	7,348.99	396.68	.....	7,745.67
Dorchester	23	424	26,794.63	936.26	848.75	81.61	28,061.25	2,266.67	1,959.65	.....	32,887.58	.....	.....	32,887.58
Frederick	54	1,091	69,797.26	3,175.79	1,389.50	462.47	74,825.02	6,401.22	690.22	3,750.24	85,666.70	55,711.96	.....	141,378.66
Garrett	18	286	21,484.05	1,016.41	526.11	146.53	23,173.10	1,870.55	779.00	.....	25,822.65	372.65	.....	26,195.30
Harford	29.5	480	40,707.77	1,137.03	941.53	135.45	42,921.78	3,809.43	1,252.99	20.00	48,094.20	8,359.54	.....	56,453.74
Howard	12	187	12,322.17	357.94	212.73	112.76	13,005.00	1,135.31	363.51	288.99	14,792.81	44,702.77	.....	59,495.58
Kent	20	224	24,138.07	198.44	624.44	431.01	25,591.96	3,189.23	334.05	1,393.50	30,248.74	.....	.....	30,248.74
Montgomery	24	408	26,690.44	1,365.00	1,278.36	342.22	29,676.02	2,716.73	1,650.96	36.25	44,079.96	2,116.15	.....	46,196.11
Prince George's	35	571	42,378.70	1,131.17	1,089.44	.....	44,599.31	4,600.87	1,988.27	2,134.25	53,322.70	549.36	.....	53,872.06
Queen Anne's	21	272	25,771.47	805.00	1,343.99	682.42	28,602.88	5,598.47	1,363.84	955.09	36,520.28	1,070.00	.....	37,590.28
St. Mary's .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	18	340	19,437.47	1,044.00	526.98	55.75	21,064.20	1,856.61	391.38	.....	23,312.19	1,075.62	.....	24,387.81
Talbot	21	297	24,324.00	1,198.71	442.57	178.66	26,143.94	367.51	555.75	1,733.07	29,400.27	4,910.82	.....	34,311.09
Washington	38	982	55,170.28	2,896.10	2,153.23	645.35	59,884.96	4,425.60	46.97	16.00	64,383.53	1,000.00	.....	64,483.53
Wicomico	33	734	38,066.00	2,346.54	2,090.58	274.03	42,777.75	3,775.97	2,523.51	2,365.72	51,672.95	1,950.65	.....	53,623.60
Worcester	38	497	49,205.00	2,204.16	1,826.30	220.00	53,455.46	4,468.37	2,214.66	8,326.52	68,495.01	296.25	.....	68,791.26
Total Counties.....	632.9	11,090	\$852,076.07	\$36,382.41	\$26,953.38	\$6,860.47	\$922,272.33	\$79,711.39	\$28,967.79	\$36,784.93	\$1,067,736.44	\$347,299.24	.....	\$1,415,035.68
Baltimore City	277	6,584	722,919.49	12,462.82	17,317.52	706.15	753,405.98	58,990.42	491,623.71	3,573.24	907,593.35	1,141,756.91	.....	1,049,350.26
Senior High Schools..	909.9	17,674	\$1,574,995.56	\$48,845.23	\$44,270.90	\$7,566.62	\$1,675,678.31	\$138,701.81	\$120,591.50	\$40,358.17	\$1,975,329.79	\$489,056.15	.....	\$2,464,385.94
Grand Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Exclusive of Disbursements for General Control and Supervision.
†Estimated.

TABLE XXIII

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AID, TEACHERS, ENROLLMENT AND ATTENDANCE

Name of High School	Cost per Pupil Attending for Current Expense	State Aid 1921-1922	Days in Session	Principals and Teachers				Total Enrollment		Average Daily Attendance		ENROLLMENT																
				Regular		Special		Male	Female	Total	Male	Female	First Year		Second Year		Third Year		Fourth Year									
				Male	Female	Total	Male						Female	Total	Male	Female	Total	Male	Female	Total								
ALLEGANY				5	13	18	1	3	4	226	373	599	205	331	536	105	148	253	49	80	129	40	84	124	32	61	93	
Allegany Co. (Cumberland).....	\$78.09	\$2,718 180		5	6	11	2	1	3	4	159	244	403	121	202	323	91	102	193	28	61	89	29	46	75	11	35	40
Beall (Frostburg).....	87.78	2,718 180		5	4	5	2	2	1	3	159	244	403	121	202	323	91	102	193	28	61	89	29	46	75	11	35	40
Central (Lonaconing).....	100.20	2,251 179		5	2	7	...	2	2	1	52	75	127	49	104	153	27	48	75	12	27	39	12	26	38	5	16	21
Westernport.....	140.15	2,082 180		5	2	7	...	2	2	1	52	75	127	49	70	119	34	24	58	13	23	36	8	10	13	2	18	20
Barton.....	157.99	1,812 180		1	2	3	1	1	2	2	24	48	72	20	42	62	12	9	21	6	19	25	4	13	17	2	7	9
Midland.....	118.60	453 161		1	1	2	...	...	...	...	23	25	48	18	21	39	21	18	39	2	7	9	...	...	...	...	...	...
Flintstone.....	379.16	7906 180		...	3	3	...	1	1	1	16	28	44	12	24	36	9	17	26	5	7	12	2	4	6	...	...	...
Mt. Savage.....	158.40	906 178		1	1	2	...	...	...	...	13	19	32	7	21	28	8	10	18	3	7	10	3	1	4	...	...	...
Cumberland Colored.....	184.60	906 182		1	1	2	...	1	1	1	7	27	34	4	25	29	7	9	16	...	8	10	...	...	...	...	...	...
Totals.....	\$105.99	\$14,752 179		20	33	53	6	11	17	576	956	1,532	485	840	1,325	314	335	639	118	239	357	93	194	287	52	137	189	
ANNE ARUNDEL				3	7	10	3	5	8	102	217	379	141	192	333	78	87	165	37	46	83	28	43	71	19	41	60	
Annapolis.....	\$84.49	\$2,720 189		1	1	2	...	...	...	10	15	25	8	14	22	7	12	19	3	3	6	...	...	...	...	...	...	...
Tracy's Landing.....	79.95	453 177		1	2	3	1	1	2	15	37	52	14	33	47	5	13	18	4	16	20	2	6	8	4	...	...	...
Annapolis Colored.....	116.90	906 177		1	2	3	1	1	2	15	37	52	14	33	47	5	13	18	4	16	20	2	6	8	4	...	...	...
Totals.....	\$88.15	\$4,079 187		5	10	15	4	6	10	187	269	456	163	239	402	90	112	202	44	65	109	30	49	79	23	43	66	
BALTIMORE				1	9	10	1	2	3	103	206	309	133	180	313	80	83	163	41	47	88	18	37	55	24	39	63	
Towson.....	\$84.50	\$2,720 188		1	9	10	1	1	2	2	103	206	309	133	180	313	80	83	163	41	47	88	18	37	55	24	39	63
Catonsville.....	110.30	2,720 187		1	10	10	0.5	1.5	2	156	184	340	129	156	285	63	83	146	48	49	97	30	32	62	15	20	35	
Sparrows Point.....	115.40	2,720 187		1	6	7	1.5	1.5	3	113	150	263	99	119	218	51	59	110	32	43	77	19	31	50	11	25	36	
Franklin (Reisterstown).....	238.75	2,695 188		1	6	7	2	2.5	4.5	121	188	289	96	127	223	53	48	103	29	28	57	20	33	53	17	29	46	
Randallstown.....	150.40	1,540 187		...	4	4	0.5	0.5	1	29	60	89	23	49	72	14	24	38	5	18	23	5	8	13	5	10	15	
Agricultural (Sparks).....	139.80	1,268 184		1	3	4	0.5	...	0.5	37	33	60	19	29	48	14	12	26	5	10	15	5	7	12	3	4	7	
Totals.....	\$117.98	\$13,633 187		4	38	42	6	8	14	619	771	1,380	469	660	1,159	277	309	586	160	197	357	97	148	245	75	117	192	
CALVERT				2	...	2	...	...	...	26	32	58	22	27	49	20	15	35	6	17	23	...	...	...	...	...	...	...
Prince Frederick.....	\$50.58	\$454 178		2	...	2	...	...	...	26	32	58	22	27	49	20	15	35	6	17	23	...	...	...	...	...	...	...
Huntingtown.....	56.00	453 180		1	...	1	...	...	...	12	19	31	9	18	27	12	12	24	...	7	7	...	...	...	...	...	...	...
Solomons.....	49.18	453 169		1	...	1	...	...	...	14	16	30	12	15	27	3	7	10	11	9	20	...	...	...	...	...	...	...
Totals.....	\$51.06	\$1,360 172		4	...	4	...	...	...	52	67	119	43	60	103	35	34	69	17	33	50	...	...	...	...	...	...	...

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AID, TEACHERS, ENROLLMENT AND ATTENDANCE

Group	Name of High School	Cost per Pupil Attending for Current Year	State Aid 1921-1922	Days in Session	Principals and Teachers			Total Enrollment		Average Daily Attendance		ENROLLMENT																
					Regular		Special		Enrollment		Attendance		First Year			Second Year			Fourth Year									
					Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total						
DORCHESTER																												
1 Cambridge		\$66.35	\$2,718.186	2	6	8	2	2	3	5	156	171	327	138	155	293	63	53	116	34	44	78	28	49	77	31	25	56
1 Hurluck		94.26	1,540.186	2	1	3	...	...	1	1	30	34	64	26	31	57	14	10	24	7	9	16	7	7	14	2	8	14
1 East New Market		102.92	1,269.186	1	1	2	...	...	...	...	20	30	50	16	24	40	5	6	11	4	8	12	3	10	13	8	6	14
2 Crapo		110.28	906.186	1	1	2	...	...	9	24	33	5	16	21	5	13	18	1	3	4	1	5	6	3	6	9	...	...
3 El Dorado		121.79	453.186	1	...	1	...	...	2	14	16	1	12	13	...	7	20	27	7	7	13	...	...	...	...	...	...	...
2 Cambridge (Colored)		89.39	906.159	1	1	2	0.2	0.4	19	36	55	16	31	47	7	20	27	6	7	13	6	9	...	...	...	...	...	...
Totals		\$73.58	\$7,792.184	8	11	19	2.2	4.2	236	309	545	202	269	471	94	109	203	54	80	134	47	81	128	41	39	80	...	...
FREDERICK																												
1 Frederick (Girls')		\$61.03	\$2,265.187	1	5	6	...	...	...	...	305	305	610	278	278	556	98	105	203	...	70	70	...	71	...	59	59	59
1 Frederick (Boys')		61.55	2,265.186	3	3	6	4	...	292	292	584	262	262	524	98	98	196	...	74	74	65	...	65	55	...	55	55	
1 Brunswick		70.87	a2,265.186	3	2	5	1	2	90	122	212	76	104	180	43	53	96	22	28	50	14	26	40	11	15	28	25	25
1 Middletown		111.55	b1,812.186	2	2	4	1	2	57	63	120	49	58	107	19	15	34	11	9	20	14	27	41	13	12	25	28	28
1 Thurmont		114.10	1,812.186	2	2	4	0.5	1.5	44	55	99	35	48	83	21	23	44	12	10	22	9	13	22	2	9	11	4	4
1 Emmitsburg		120.30	1,540.186	1	2	3	0.5	0.5	32	36	68	27	28	55	13	20	33	9	6	15	7	9	16	3	1	4	11	11
1 Libertytown		92.68	1,269.186	2	2	4	...	...	18	33	51	12	26	38	8	9	17	6	12	18	2	3	5	2	9	...	...	...
2 Myersville		79.50	906.185	2	1	3	...	...	20	24	44	13	20	33	11	10	21	8	10	18	1	4	5	...	...	...	...	...
3 Walkersville		80.65	453.187	1	1	2	1	1	8	19	27	5	16	21	8	11	19	...	8	8	...	...	...	...	...	...	...	...
3 New Market		79.38	453.186	1	1	2	1	1	7	11	18	6	9	15	3	5	8	4	6	10	...	...	...	...	...	...	...	...
3 Adamstown		89.70	453.185	1	1	2	1	1	11	18	29	7	14	21	7	6	13	4	2	6	...	...	...	...	...	...	...	...
3 Frederick (Colored)		41.44	453.190	1	1	2	1	1	21	24	45	17	18	35	16	12	28	5	12	17	...	...	...	...	...	...	...	...
Totals		\$76.40	ab\$15,946.171	19	18	37	7	11	600	700	1,300	509	612	1,121	247	269	516	155	173	328	112	153	265	86	105	191	...	...
GARRETT																												
1 Garrett Co. H. S. (Oakland)		\$80.18	c\$2,359.183	2	3	5	1	2	70	103	173	57	91	148	37	50	87	15	23	38	11	14	25	7	16	23	23	23
1 Kitzmiller		79.69	1,269.183	2	1	3	...	...	27	47	74	23	37	60	12	20	32	7	9	16	4	12	16	4	6	10	10	10
2 Accident		71.24	861.183	...	2	2	...	...	17	17	34	14	15	29	9	18	7	3	10	1	5	6	...	...	...	...	...	...
2 Friendsville		147.19	839.183	1	1	2	...	...	15	19	34	11	12	23	8	6	14	4	5	9	2	4	6	1	...	...	...	...
2 Grantsville		135.49	d906.183	2	2	4	...	...	21	12	33	14	9	23	9	3	12	6	4	10	6	5	11	...	...	...	...	...
Totals		\$86.50	cd\$6,234.183	7	7	14	1	3	150	198	348	119	164	283	75	88	163	89	44	83	24	40	64	12	26	38	...	...

HARFORD																				
Bel Air.....	\$96.10	\$2,205.196	1.	5.	6.	3.	3.	75	110	185	60	94	154	38	72	19	30	49	8	38
Hayre de Grace.....	88.05	2,350.191	1.	3.5	4.5	0.6	1.6	59	87	146	48	76	124	30	35	65	12	21	33	12
Highland (Street).....	82.89	e1,540.196	1.	2.	3.	1.	1.	39	55	94	34	45	79	17	21	38	9	12	10	5
Aberdeen.....	117.10	1,432.197	2.	1.	3.	0.4	0.8	28	45	73	20	33	53	15	16	31	5	12	7	10
Jarrettsville.....	145.22	f1,269.190	1.	2.	2.	1.	1.	19	35	54	14	30	44	9	9	18	5	10	15	8
Slate Ridge.....	116.89	906.196	1.	1.	2.	1.	1.	12	18	30	8	16	24	9	6	15	3	9	12	2
Totals.....	\$100.20	ef\$9,742.105	7.	14.5	21.5	3.	5.	232	350	552	184	294	478	116	123	239	53	94	147	82
HOWARD																				
Ellicott City.....	\$76.50	g\$2,084.193	1.	3.	4.	1.	2.	44	89	133	34	78	112	20	26	40	13	24	37	6
Clarksville.....	89.70	h906.191	2.	1.	3.	1.	1.	22	25	47	13	21	33	11	9	20	4	13	17	7
Lisbon.....	72.75	453.191	1.	1.	1.	1.	1.	12	19	31	6	17	23	8	10	18	4	8	12	1
Savage.....	83.18	453.184	1.	1.	1.	1.	1.	9	17	26	6	12	18	9	14	23	1	3	8	1
Totals.....	\$79.08	gh\$3,896.193	4.	5.	9.	1.	2.	87	150	237	59	128	187	48	59	107	21	48	69	13
KENT																				
Chestertown.....	\$84.59	\$2,084.188	1.	3.	4.	1.	2.	56	81	137	52	71	123	17	19	36	11	20	31	20
Rock Hall.....	226.95	1,269.187	1.	2.	3.	1.	2.	17	27	44	14	24	38	11	5	16	3	8	11	1
Galena.....	191.70	906.188	1.	1.	2.	0.5	0.5	13	17	30	11	15	26	7	10	17	5	5	10	1
Betterton.....	214.80	906.187	1.	1.	2.	0.5	0.5	14	15	29	11	11	22	6	2	8	4	7	11	4
Millington.....	95.65	453.184	1.	1.	1.	1.	1.	4	14	18	2	11	13	3	9	12	1	4	6	10
Chestertown (Colored).....	37.46	141	1.	1.	1.	1.	1.	3	19	22	2	17	19	3	15	18	1	4	5	6
Totals.....	\$127.30	\$5,018.183	6.	7.	13.	3.	5.	107	173	280	92	149	241	47	60	107	28	44	67	34
MONTGOMERY																				
Montgomery Co. (Rockville).....	\$84.50	\$2,358.195	1.	4.	5.	2.	2.	64	98	162	52	89	141	19	39	58	20	24	44	17
Gaithersburg.....	88.39	e1,812.185	1.	2.	3.	1.	1.	40	78	118	33	67	100	15	19	34	10	18	28	10
Sherwood (Sandy Spring).....	114.01	1,540.182	1.	2.	3.	1.	1.	37	38	75	29	35	64	18	10	28	13	10	23	8
Poolesville.....	169.40	1,269.185	2.	1.	3.	1.	1.	18	27	45	12	24	36	9	10	19	4	6	10	4
Fairland.....	124.88	906.178	1.	1.	2.	1.	1.	10	25	35	6	22	28	7	12	19	3	2	5	9
Damascus.....	167.83	906.184	1.	1.	2.	1.	1.	14	21	35	6	16	22	9	14	23	4	5	9	1
Dickerson.....	158.00	453.185	1.	1.	1.	1.	1.	8	14	22	4	10	14	8	12	20	1	2	3	1
Totals.....	\$107.95	h\$9,244.184	7.	12.	19.	1.	4.	191	301	492	142	203	405	85	116	201	54	67	121	38

a Exclusive of \$375.87 from Federal Vocational Fund.

b Exclusive of \$1,500 from Federal Vocational Fund.

c Exclusive of \$791.52 from Federal Vocational Fund.

d Exclusive of \$499.96 from Federal Vocational Fund.

e Exclusive of \$1,050 from Federal Vocational Fund.

f Exclusive of \$907.49 from Federal Vocational Fund.

g Exclusive of \$450 from Federal Vocational Fund.

h Exclusive of \$697.16 from Federal Vocational Fund.

k Exclusive of \$1,045.33 from Federal Vocational Fund.

APPROVED HIGH SCHOOLS—COST PER PUPIL, STAT E AID, TEACHERS, ENROLLMENT AND ATTENDANCE

Group	Name of High School	Cost per Pupil At- tending for Cur- rent Expense	State Aid 1921-1922	Days in Session	Principals and Teachers			Total Enrollment			Average Daily Attendance		ENROLLMENT																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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WASHINGTON									
1 Hagerstown (Female).....	\$53.19	\$2,265.180	1	7.	8.	...	2.2	2.2	359
1 Hagerstown (Male).....	55.04	2,265.180	7.	...	7.	1.8	...	337	359
1 Smithsburg.....	77.08	1,395.180	3.	...	3.	1.	1.8	337	359
1 Williamsport.....	82.09	1,431.178	2.	1.	3.	0.2	0.4	41	60
1 Clearspring.....	98.78	d1,540.180	2.	1.	3.	1.	0.2	44	35
1 Boonsboro.....	88.20	1,324.181	2.	1.	3.	...	0.2	59	34
2 Hancock.....	83.31	906.180	2.	1.	2.	...	...	29	26
Totals.....	\$65.39	d\$11,326.180	19.	10.	29.	4.	3.2	7.2	565
WICOMICO									
1 Wicomico Co. (Salisbury)...	\$53.32	\$2,718.181	3.	10.	13.	...	5.	5.	224
1 Sharptown.....	98.86	1,540.181	1.	2.	3.	...	0.5	0.5	35
1 Delmar.....	96.60	1,405.181	1.	1.	3.	...	0.5	0.5	24
2 Pittsville.....	62.60	906.181	1.	1.	2.	...	...	...	22
2 Martella.....	75.23	861.176	2.	...	2.	...	...	...	16
2 Nanticoke.....	128.40	906.181	1.	1.	2.	...	...	...	20
3 Hebron.....	65.73	433.179	1.	...	1.	...	...	...	9
3 Powellville.....	73.11	433.179	1.	...	1.	...	...	...	10
2 Wicomico (Colored).....	46.79	816.159	1.	3.	4.	...	...	...	38
Totals.....	\$66.42	\$10,050.174	13.	18.	31.	...	6.	6.	298
WORCESTER									
1 Peconoke.....	\$129.38	e\$2,176.180	3.	4.	7.	...	4	4	71
1 Snow Hill.....	130.29	2,176.181	2.	4.	6.	...	2	3	43
1 Buckingham (Berlin).....	116.18	2,176.180	1.	4.	5.	...	1	2	72
1 Stockton.....	177.59	1,269.181	2.	1.	3.	...	1	1	17
2 Ocean City.....	134.80	906.181	2.	1.	3.	...	...	...	12
2 Gardletree.....	158.60	906.181	2.	1.	3.	...	...	...	12
Totals.....	\$132.00	e\$9,609.180	12.	15.	27.	2.	9.	11.	227
First Group									
Second Group.....	78	\$145.118	187	130.	244.3	374.3	54.	100.8	154.8
Third Group.....	27	\$24,215.183	28.5	34.	02.5	1.	3	4	599
Colored.....	*23	90.24	10.	29.	...	...	1	1	298
Totals.....	*7	70.52	4,712.169	7.	8.	15.	1.2	2.2	8.4
Totals.....	134	\$93.05	\$188,924.185	184.5	296.3	480.8	56.2	107.	163.2

a Exclusive of \$700 from Federal Vocational Fund.
c Exclusive of \$1,050 from Federal Vocational Fund.
d Exclusive of \$883.33 from Federal Vocational Fund.
e Exclusive of \$1,039.99 from Federal Vocational Fund.
f Exclusive of \$1,507.96 from Federal Vocational Fund.
g Exclusive of \$10,059.35 from Federal Vocational Fund.
* Includes one school not approved.

CAROLINE															
1 Caroline County (Denton).....	10	14	24	54	55	109	5	32	37	.....	.....	.....	1	53	75
1 Federalburg	2	12	14	26	70	96	32	19	51	.....	.....	.....	.....	57	88
1 Greensboro	2	4	6	33	48	81	.....	.....	.....	.....	.....	.....	.....	28	27
1 Preston	2	3	5	34	33	67	.....	.....	.....	11	.....	.....	.....	19	43
1 Ridgely .....	.....	3	3	8	43	51	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	16	36	52	155	249	404	37	51	88	11	.....	11	1	157	233
CARROLL															
1 Westminster	22	22	44	59	151	210	21	26	47	28	.....	28	.....	108	177
1 Mt. Airy.....	8	14	22	11	31	42	7	10	17	16	.....	16	.....	.....	.....
1 Hampstead	2	4	6	.....	3	5	4	6	10	24	.....	24	.....	22	33
1 Union Bridge	1	6	7	28	30	58	.....	.....	.....	.....	.....	.....	.....	.....	.....
1 Taneytown	3	2	5	20	27	47	.....	.....	.....	.....	.....	.....	.....	20	31
3 New Windsor .....	.....	.....	.....	14	20	34	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Skesville	11	.....	11	25	17	42	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 Charles Carroll.....	.....	.....	.....	2	2	4	.....	.....	.....	.....	.....	.....	.....	7	12
3 Manchester* .....	.....	.....	.....	2	5	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	37	48	85	161	286	447	32	42	74	68	.....	68	29	157	284
CECIL															
1 Cecil County H. S. (Elkton).....	6	12	18	72	68	140	3	6	9	.....	.....	.....	.....	57	66
1 Northeast	3	5	8	25	47	72	.....	.....	.....	.....	.....	.....	.....	25	47
1 Calvert Agricultural	4	6	10	29	37	66	.....	.....	.....	.....	.....	.....	.....	29	37
1 Chesapeake City	5	1	6	28	9	37	4	3	7	.....	.....	.....	.....	32	12
2 George Biddle (Cecilton).....	1	3	4	12	28	49	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 Fair Hill.....	.....	.....	.....	12	16	28	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 Rising Sun .....	.....	.....	.....	14	18	32	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Perryville	2	1	3	11	15	26	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	21	28	49	203	238	441	7	9	16	.....	.....	.....	.....	143	162
CHARLES															
2 Indian Head .....	.....	.....	.....	40	44	84	.....	.....	.....	.....	.....	.....	.....	40	44
3 Tompkinsville .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals .....	.....	.....	.....	40	44	84	.....	.....	.....	.....	.....	.....	8	40	44

*Not approved.

†Graduates of three-year course.

‡Course at Sparrows Point is industrial, not agricultural.

NUMBER PURSUING THE FOLLOWING COURSES AND SUBJECTS

Group	NAME OF HIGH SCHOOL	COURSES										SUBJECTS					
		Graduates June, 1922			Academic			Commercial		Vocational (Smith-Hughes)				Agriculture (State)	Manual Training	Home Economics	
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total				
DORCHESTER																	
1	Cambridge	29	25	54	42	68	110	114	103	217				28	26	54	97
2	Hurlock	8	10	18	1	2	3	1	6	7							
1	East New Market	7	6	13	20	30	50							9	24	33	30
2	Crapo	43	46	89													
3	El Dorado				2	14	16										
2	Cambridge (Colored)	41	42	83	19	36	55										
	Totals	42	47	89	84	150	234	115	109	224				37	50	87	127
FREDERICK																	
1	Girls'		56	56			248		57	57							181
1	Boys'	52		52	128		128	164						65	28	93	53
1	Brunswick	9	14	23	12	15	27	13	26	39				2	5	7	8
1	Middletown	13	12	25	15	14	29	9	18	27				31	31	62	74
1	Thurmont	1	8	9	18	19	37	5	13	18				21	23	44	33
1	Emmitsburg	3	1	4	32	36	68										36
1	Libertytown	2	9	11	18	33	51										
2	Myersville				20	24	44										
3	Walkersville	48	48	96										8	19	27	
3	New Market	44	44	88	7	11	18										
3	Adamstown	42	42	84	11	8	19										
3	Fredrick (Colored)				21	24	45										
	Totals	86	112	198	282	432	714	191	114	305	31	31	79	96	75	171	303
GARRETT																	
1	Garrett County (Colored)	6	16	22	61	19	80	9	11	20							99
1	Kitzmiller	3	5	8	27	47	74										
2	Accident				17	17	34										
2	Friendsville		4	4				15	19	34							
2	Grantsville				3	5	8							6	7	13	
	Totals	9	25	34	108	88	196	24	30	54	12	12	73	6		13	99

HARFORD														
1 Bel Air.....	11	13	24	67	97	164	7	13	20	.....	.....	.....	1	.....
1 Havre de Grace.....	4	12	16	30	26	56	6	11	17	.....	.....	.....	23	50
1 Highland (Street).....	3	13	16	12	36	48	.....	.....	.....	27	19	46	.....	73
1 Aberdeen.....	7	7	13	20	37	57	.....	.....	.....	.....	.....	.....	8	16
1 Jarrettsville.....	2	11	13	4	16	20	.....	.....	.....	12	17	29	3	5
2 Slate Ridge.....	.....	*3	*3	12	18	30	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	20	50	79	145	230	375	13	24	37	39	36	75	35	60
HOWARD														
1 Ellicott City.....	5	13	18	42	52	94	2	14	16	.....	.....	.....	.....	.....
2 Clarksville.....	*5	*3	*8	5	25	30	.....	.....	.....	.....	.....	.....	.....	.....
3 Lisbon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	.....	.....	.....	.....
3 Savage.....	.....	.....	.....	9	17	26	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	10	16	26	56	94	150	2	14	16	17	.....	.....	12	19
KENT														
1 Chestertown.....	8	17	25	42	73	115	14	8	22	.....	.....	.....	.....	.....
1 Rock Hall.....	2	6	8	16	24	40	1	3	4	.....	.....	.....	.....	.....
2 Galena.....	*1	*2	*3	13	17	30	.....	.....	.....	.....	.....	.....	.....	.....
2 Bettoron.....	*4	*6	*10	14	15	29	.....	.....	.....	.....	.....	.....	.....	.....
3 Millington.....	.....	*5	*5	4	14	18	.....	.....	.....	.....	.....	.....	.....	.....
3 Chestertown (Colored).....	.....	*3	*3	3	19	22	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	15	39	54	92	162	254	15	11	26	.....	.....	.....	.....	.....
MONTGOMERY														
1 Montgomery County (Rockville).....	8	11	19	54	83	137	10	15	25	.....	.....	.....	.....	.....
1 Gaithersburg.....	5	23	28	20	59	79	.....	.....	.....	20	.....	.....	.....	.....
1 Sherwood (Sandy Spring).....	.....	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1 Poolesville.....	1	7	8	18	27	45	.....	.....	.....	.....	.....	.....	37	38
2 Fairland.....	.....	*9	*9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Damascus.....	.....	*2	*2	14	21	35	.....	.....	.....	.....	.....	.....	10	25
3 Dickerson.....	.....	*1	*1	8	14	22	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	14	61	75	114	204	318	10	15	25	20	.....	.....	47	63
PRINCE GEORGE'S														
1 Hyattsville.....	2	12	14	75	143	218	.....	9	9	.....	.....	.....	.....	.....
1 Laurel.....	5	11	14	48	51	99	10	22	32	.....	.....	.....	.....	.....
1 Upper Marlboro.....	3	5	10	37	46	83	7	5	12	.....	.....	.....	.....	.....
1 Baden Agricultural.....	6	9	15	.....	.....	.....	.....	.....	.....	18	.....	.....	.....	.....
1 Brandywine.....	2	4	9	14	21	35	.....	.....	.....	.....	.....	.....	6	3
1 Surattsville (Clinton).....	7	2	9	20	25	45	.....	.....	.....	.....	.....	.....	9	16
3 Fort Foote.....	.....	*4	*4	8	13	21	.....	.....	.....	.....	.....	.....	6	4
Totals.....	26	47	73	202	299	501	17	30	53	50	.....	.....	21	24

†Graduates of three-year course.

‡Graduates of two-year course.

NUMBER PURSUING THE FOLLOWING COURSES AND SUBJECTS

Group	NAME OF HIGH SCHOOL	Graduates June, 1922			COURSES												SUBJECTS					
		Male	Female	Total	Academic			Commercial			Vocational (Smith-Hughes)			General			Agriculture (State)	Manual Training	Home Economics (State)			
					Male	Female	Total	Male	Female	Total	Agriculture		Male	Female	Total							
											Male	Female				Total				Male	Female	Total
QUEEN ANNE'S																						
1	Centerville	6	17	23	41	68	109	4	12	16	.....	.....	.....	.....	.....	.....	45	80
1	Stevensville	2	5	8	20	31	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	31
1	Sudlersville	2	6	7	18	27	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	27
1	Tri-County	5	7	12	32	39	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	32
2	Church Hill	3	3	6	8	22	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	22
	Totals	18	38	56	119	187	306	4	12	16	.....	.....	.....	.....	.....	.....	123	199
SOMERSET																						
1	Crisfield	13	17	30	90	86	176	17	22	39	.....	.....	.....	.....	.....	.....	.....	91
1	Princess Anne	4	6	10	52	69	121	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	66
2	Marion	*2	*4	*6	15	29	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Deal's Island	*2	*1	*3	8	17	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	21	28	49	165	201	366	17	22	39	.....	.....	.....	.....	.....	.....	35	157
TALBOT																						
1	Easton	9	20	29	63	72	135	8	22	30	.....	.....	.....	.....	.....	.....	47	64
1	St. Michaels	6	1	7	38	35	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	35
1	Oxford	4	2	6	17	25	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	25
2	Tilghman	*4	*4	*8	10	19	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	Trappe .....	.....	*3	*3	10	10	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Easton (Colored)	*1	*4	*5	10	19	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	19
	Totals	24	34	58	148	180	328	8	22	30	.....	.....	.....	.....	.....	.....	112	143

WASHINGTON														
1 Hagerstown (Girls')	68	68	315	44	44	315	44	44	315	44	44	315	44	44
1 Hagerstown (Boys')	44	44	204	43	43	204	43	43	204	43	43	204	43	43
1 Smithsburg	13	16	45	60	105	45	60	105	45	60	105	45	60	105
1 Williamsport	4	7	11	41	51	11	41	51	11	41	51	11	41	51
1 Clear Spring	3	7	10	24	33	10	24	33	10	24	33	10	24	33
1 Boonsboro	7	6	27	29	56	27	29	56	27	29	56	27	29	56
2 Hancock .....	.....	.....	29	26	55	29	26	55	29	26	55	29	26	55
Totals	61	101	162	460	516	162	460	516	162	460	516	162	460	516
WICOMICO														
1 Wicomico County (Salisbury)	20	39	59	118	159	59	118	159	59	118	159	59	118	159
1 Sharptown	4	10	14	35	41	14	35	41	14	35	41	14	35	41
1 Delmar	2	3	5	24	44	24	44	68	24	44	68	24	44	68
2 Pittsville	*4	*5	*9	22	28	22	28	50	22	28	50	22	28	50
2 Mardela	*6	*7	*13	16	20	16	20	36	16	20	36	16	20	36
2 Nanticoke	*1	*4	*5	20	20	20	20	40	20	20	40	20	20	40
3 Hebron	*5	*7	*12	9	13	9	13	22	9	13	22	9	13	22
3 Powellville	*1	*5	*6	10	14	10	14	24	10	14	24	10	14	24
2 Wicomico (Colored)	*7	*20	*27	38	76	38	76	114	38	76	114	38	76	114
Totals	50	100	150	292	415	292	415	707	292	415	707	292	415	707
WORCESTER														
1 Pocomoke	14	15	28	63	33	63	33	96	63	33	96	63	33	96
1 Snow Hill	13	17	30	40	86	40	86	126	40	86	126	40	86	126
1 Buckingham (Berlin)	9	10	19	38	60	38	60	98	38	60	98	38	60	98
1 Stockton	2	6	8	17	32	17	32	49	17	32	49	17	32	49
2 Ocean City	2	2	4	12	23	12	23	35	12	23	35	12	23	35
2 Gardletree	3	3	6	12	15	12	15	27	12	15	27	12	15	27
Totals	43	53	96	182	249	182	249	431	182	249	431	182	249	431
SUMMARY														
First Group	531	926	1,455	3,517	4,920	1,455	3,517	4,920	1,455	3,517	4,920	1,455	3,517	4,920
Second Group	56	73	120	326	478	120	326	478	120	326	478	120	326	478
Third Group	12	37	49	176	253	49	176	253	49	176	253	49	176	253
Colored Schools	13	30	43	113	238	43	113	238	43	113	238	43	113	238
Totals	612	1,066	1,676	4,132	5,889	1,676	4,132	5,889	1,676	4,132	5,889	1,676	4,132	5,889

*Graduates of three-year course.

†Graduates of two-year course.

‡Includes 18 girls.



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